ARE YOU READY TO ROCK?!

THE TEXAS DEPARTMENT OF AGRICULTURE PRESENTS

Farm Fresh JUMP WITH JILL LIVE TOUR

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FREE

AT JUMPWITHJILL.COM/WORKSHEETS

TEACHER GUIDEBOOK 3-5

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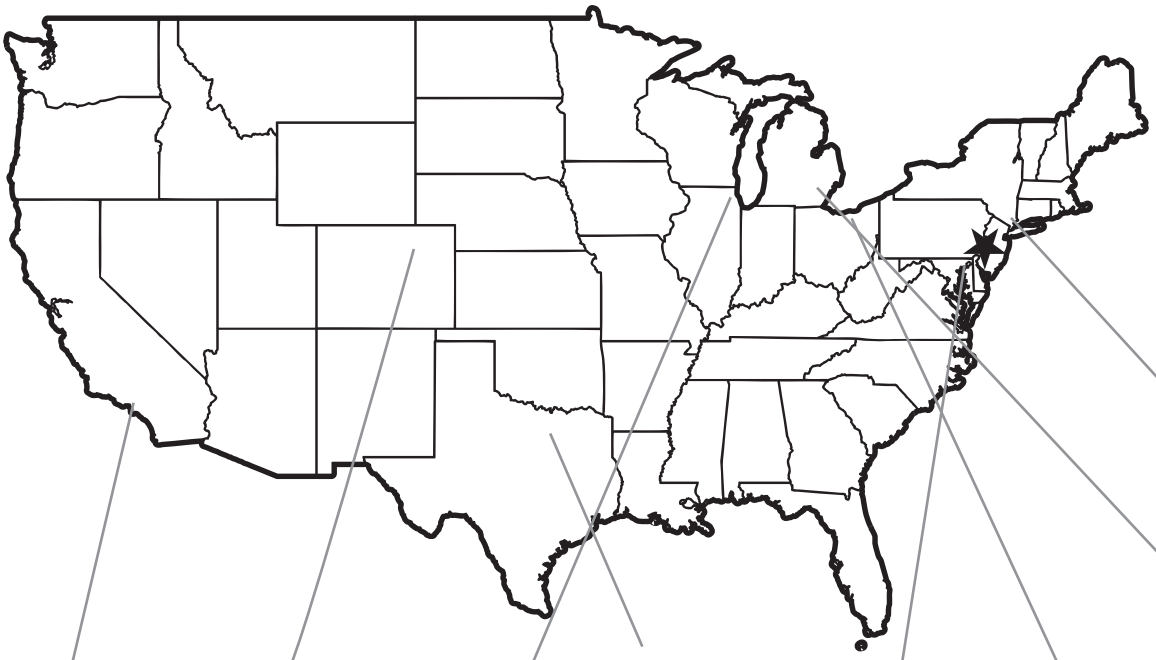
Hey there! Remember me? I'm Jill. I came to your school to sing about exercising and healthy eating. See, I love food and music so much that I made an entire show about it, starring me! It's called *Jump with Jill*.

I travel all around the country performing my nutrition rock music.
I have performed in all these cities. Use the map to help find the two-letter postal abbreviation for the states these cities belong to. Draw a line from these cities to their place on the map.



Los Angeles, California

Denver, Colorado

Chicago, Illinois

Dallas, Texas

Baltimore, Maryland

Cleveland, Ohio

Detroit, Michigan

New York City, New York

GET MUSIC FROM THE SHOW
jumpwithjill.com/listen

What city and state do you live in? _____, _____. Draw a star on the map for where you live.

Assist students in identifying their city and state abbreviation. For example, if the student lives in Philadelphia, Pennsylvania, the answer would be: Philadelphia, PA.

Consider extension activities that also utilize this map, for example:
- Color California in with green
- Draw a line from Nebraska to Florida

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.7

I want to know what you thought of my show! Become a show critic and write a review of the *Jump with Jill* show.

JUMP WITH JILL ROCKS CROWDS OF KIDS

The *Jump with Jill* show came to my school, ____ school name _____ Elementary,

on _ date _____.

Jill sang about healthy habits we can practice to keep our bodies healthy like _____

_____.

I learned about new foods like _____

_____.

Jill had us raise our right hands and promise to try a new vegetable within the next week. The vegetable I plan to try is

_____ because _____

_____.

My favorite part of the show was _____.

If I had to describe the show with just three adjectives, I'd say the *Jump with Jill* show is _____,

_____, and _____.

Draw a picture of what you remember the stage looking like when you saw the *Jump with Jill* show to accompany your news story. Don't forget to include the set, the sound equipment, the lights, and the characters – Jill and DJ.

Drawings will vary. Guide students to recreate a visual of their interpretation of what they saw today.

Lead a classroom discussion to encourage students to describe, summarize, and analyze their experience with the *Jump with Jill* show. Guide students to recall the healthy habits Jill sang about by reviewing the choruses of the show's songs. Have them identify a new food they learned about in the show and ask them to describe a vegetable they will try in the next week, either from the show or one they think of themselves.

- *Healthy is Good for Me*: Exercise and eat healthy to show your amazing body the respect it deserves.
- *Energy:* Your body is your engine. When you fuel your body with healthy foods, your engine can perform at its peak.
- *Breakfast Gets Me Goin'*: Start your morning with a healthy breakfast to activate your body and mind for a rockstar day. Examples of healthy breakfast items include: whole grain cereal, low fat milk, whole wheat toast with nut butter or sliced avocado, eggs, low fat yogurt, and fruit like apples and bananas.
- Enjoy *Nature's Candy*: Fruit is naturally sweet, and good for you! Examples of fruit include: banana, apple, cantaloupe, avocado, watermelon, strawberry, and tangerine.
- Eat *Superpower Vegetables*: Join the ranks of your favorite superheroes by powering your plate. Vegetables give you healthy skin, hair, muscles, eyes, and bones. Examples of vegetables include: spinach, romaine lettuce, onion, eggplant, yellow squash, celery, potato, carrot, asparagus, cauliflower, broccoli, green beans, pepper, and corn.
- Exercise makes *The Beat of the Body*: Your heart, lungs, and muscles have to be strong, because when you're exercising, your body makes a song. So get those rhythms pumping every sort of way, so you can be your strongest each and every day.
- Drink *WATER!* Make the clear choice. Answer your thirst with the refreshment that stands out from the crowd.
- *The Bone Rap*: Get the calcium strong bones need. High calcium foods and drinks include: low fat milk, cheese, yogurt and to a lesser extent dark leafy greens, fish, almonds, and beans.

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

I made you this activity book so we could learn even more about each other. Making healthy choices means you have to be smart, so you'll notice these activities use a lot of math, science, and writing. Don't worry. There is no test. This just helps you apply all the stuff you learn with your teacher to decisions you make every day, like what to eat.

Let's start with the music. I'm a musician, which means making music is my job. Music is how I express myself. I play guitar, piano, and sing.

With so many instruments to keep track of, let's tally up the different kinds of instruments I'll be using. Each tally mark, or slanted line, represents an instrument. Every fifth tally mark should be diagonal like this:

=1	=5	=7

How many instruments have strings?_____

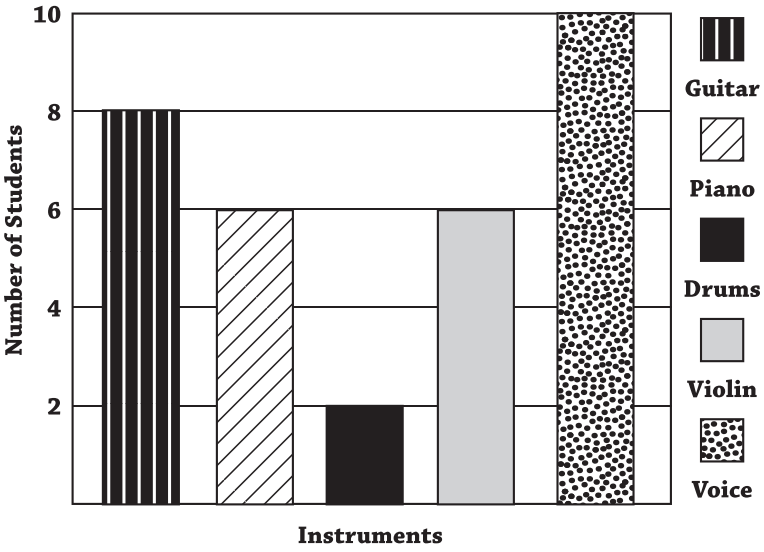
How many instruments are played by shaking?_____

How many instruments are played by blowing into them?_____

How many musical instruments do I take into the recording studio in all?_____

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.7

Many kids like music, too. Use this graph to find out who else is musical.



How many kids are represented in this graph? (Hint: add all the columns together): 32

How many kids like the guitar? 8

How many kids like the piano? 6

How many kids like the drums? 2

How many kids like the violin? 6

Which instrument is the favorite? voice

Which instrument is the least favorite? drums

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.7

What instrument is your favorite? Draw or write your answer.

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

I eat healthy food in order to fuel my brain and body. A healthy brain helps me think creatively so I can make new music for you. Eating healthy also keeps me strong and allows me to do things that I love, like sing and dance. My body is my instrument!

I was born to sing and dance about health. Some people call it weird; I say normal is overrated. No *body* is the same. We all have different looks, likes, and feelings that make us unique. Embrace your weird! Write or draw what makes you rock in the broccoli tops below.

Three words that positively describe me...

_____

_____

_____

A compliment I have received...

One thing I'm really good at...

One thing that makes me different from everyone else...

One thing most people don't know about me...

REASONS I ROCK!

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

The Road to Rockstar Status: Instructions

Being a rockstar like me means showing your body respect through healthy eating and exercise choices every day. There are lots of choices to make! It doesn't mean that every choice is the perfect choice. For example, when I tour with the show, it can be really hard to get fresh fruit. So I opt for a cup of applesauce or a box of raisins. Make the healthy choice as often as possible so you can be on the road to rockstar status. Solve the number problems and use the answer to follow Jill. Take the ladders up and the slides down if you happen to land on those spaces!

1) 12 ÷ 6 = 2

Jill brushed her teeth 2 times today. Move this many spaces and draw a tooth brush in the square.

2) 3 x 3 = 9

Jill slept for 9 hours last night. Move this many spaces and draw a moon where you land.

3) 21 ÷ 7 = 3

Jill ate 3 servings of vegetables today. Move this many spaces and draw a carrot where you land.

4) 6 ÷ 3 = 2

Jill ate 2 servings of fruit today. Move this many spaces and draw an apple where you land.

5) 5 + 3 = 8

Jill drank 8 glasses of water today. Move this many spaces and draw a glass where you land.

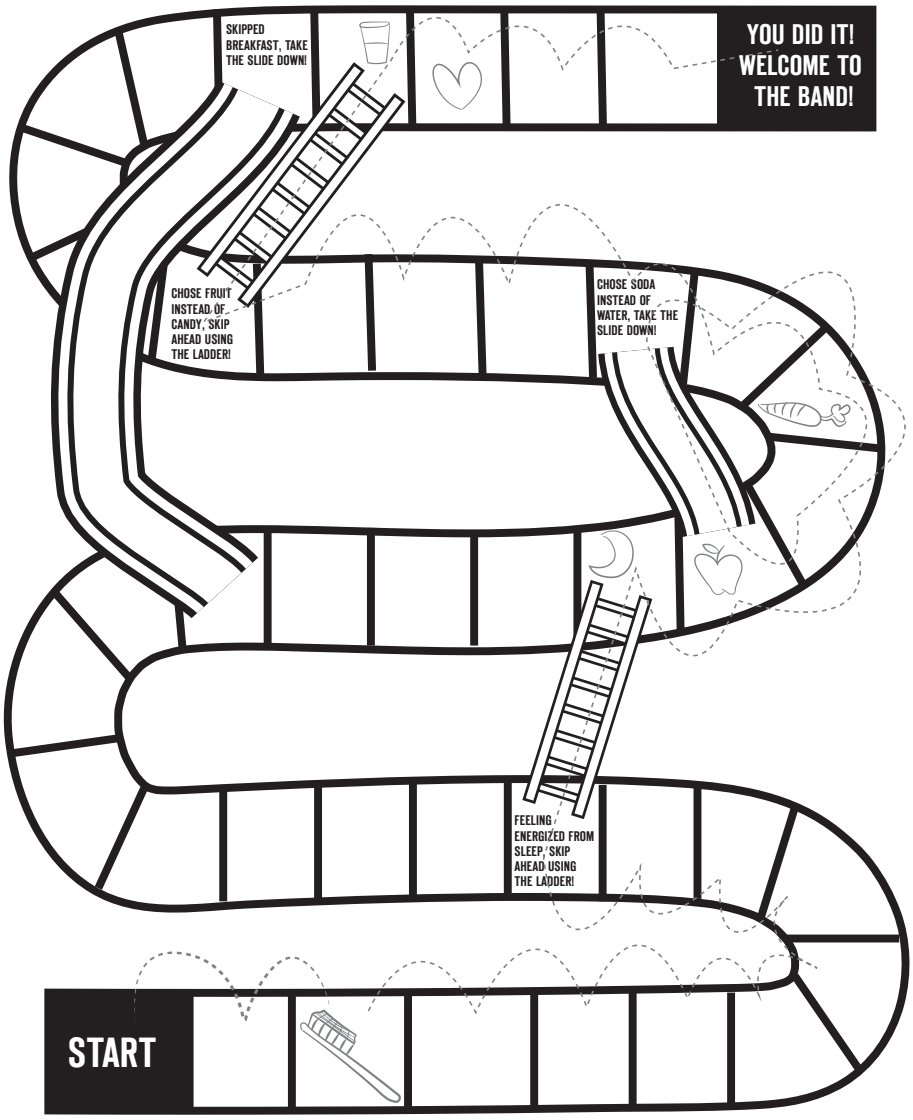
6) 12 - 11 = 1

Jill exercised by playing basketball for 1 hour today. Move this many spaces and draw a heart where you land.

7) 24 ÷ 8 = 3

With milk on her cereal at breakfast, milk with lunch, and a cheese stick as an after school snack, Jill ate 3 servings of low fat dairy today. Move this many spaces and see where you land.

The Road to Rockstar Status



CCSS.MATH.CONTENT.3.OA.A.1,
CCSS.MATH.CONTENT.4.OA.A.1,
CCSS.MATH.CONTENT.5.OA.A.2

All About Me! Use the context clues to help you decide what the words in bold mean. Match the words to their definition.

I care a lot about people taking care of their bodies, so I am **passionate** about helping people make better food choices so they can be healthier. That is the job of a registered **dietitian**! I am also a musician. I enjoy playing music and performing concerts. I have shared the stage with many **popular** bands that many people like. My favorite exercise is dancing. I am known for **spontaneously** busting a move when people least expect it. In fact, I've become known for my unplanned get downs! My favorite kind of dance is hip-hop because it is more free form and you can **choreograph** as you go. I play guitar, piano, and sing, but my favorite instrument is the guitar. I write all of my songs on the guitar before **revealing** them to my band so I can make sure all my ideas are clear.

dietitian

popular

spontaneously

choreograph

revealing

passionate

adjective - expressing strong emotion; excited and enthusiastic

verb - showing or telling something that was unknown or secret

adverb - naturally unrestrained or uninhibited, arising from natural impulse rather than from planning

noun - someone who helps people decide which foods to eat to be healthier

adjective - liked by a person or group of people

verb - to plan out dance movements to a piece of music

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.7

A poem about me:

I write songs about my food

to get you in the mood

for a little song and dance

every time you have the chance

Write a four line poem about yourself that rhymes like mine:

_____

_____

_____

_____

As a class, compile a list of food words and physical activity words and record them on the board.Then generate and record possible rhyming options. Allow students to work independently and then stage a class poetry reading!

CCSS.ELA-LITERACY.W.3.4, CCSS.ELA-LITERACY.W.4.4, CCSS.ELA-LITERACY.W.5.4

The newspaper is printing a story about me! Holy cow! Can you proofread the story before it goes to print? Fix any spelling or punctuation errors you see.

Jill sings in rain to Students about Nutrition

The rain didn't stop Philadelphia-area kids from having a rocking good time last wednesday. The nutrition-themed music concert was called *Jump with Jill*. It was created by Jill, a nutritionist and mucisian, who combines her two loves to promote helthy habits to kids.

"We had so much fun" said 12-year-old Tatyiana. "I really like learning about health this way. The outdoor event followed a healthy lunch an asortment of healthy foods that included a sandwitch fruit, a cookie, milk, and a yogort parfait.

Jill **S**ings in **R**ain to Students about Nutrition

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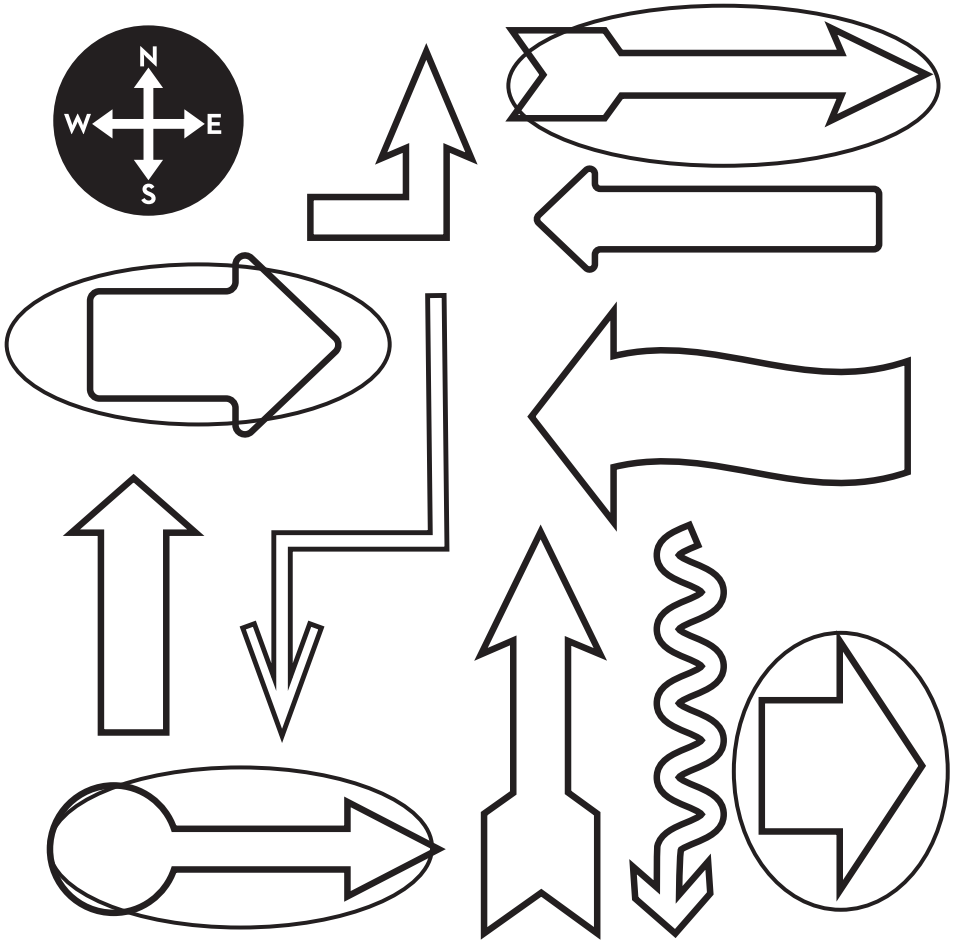
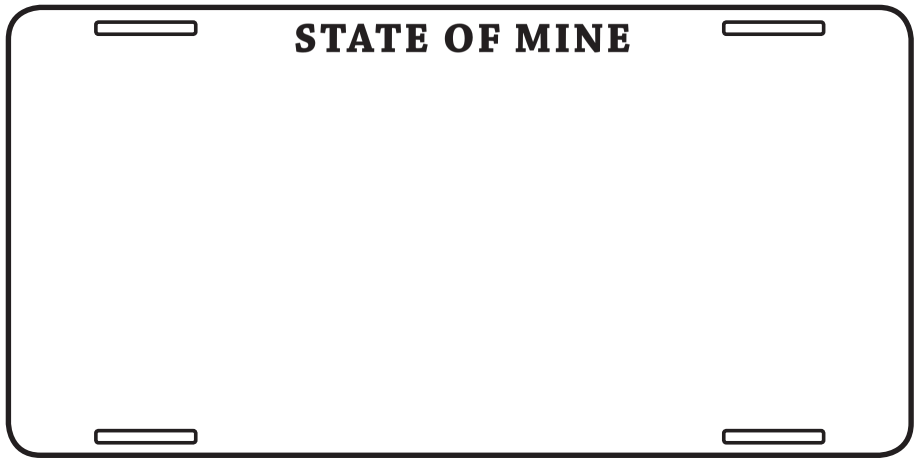
CCSS.ELA-LITERACY.RF.3.3, CCSS.ELA-LITERACY.RF.4.3, CCSS.ELA-LITERACY.RF.5.3

On the road to health there are many choices. Circle all the arrows that point east.



CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.7,
CCSS.ELA-LITERACY.RI.5.7

I love to dance and sing! To do those amazing things, my amazing body needs energy. Our body is like a car - it needs healthy food for energy just like a car needs gas. When we eat too much unhealthy food, our engine can't work as hard or go as far. If my healthy engine had a license plate, it would say "SPV4NRG" ("Super Power Vegetables for Energy"). It would also have a picture of my favorite vegetable, spinach. Design a license plate for your healthy engine.



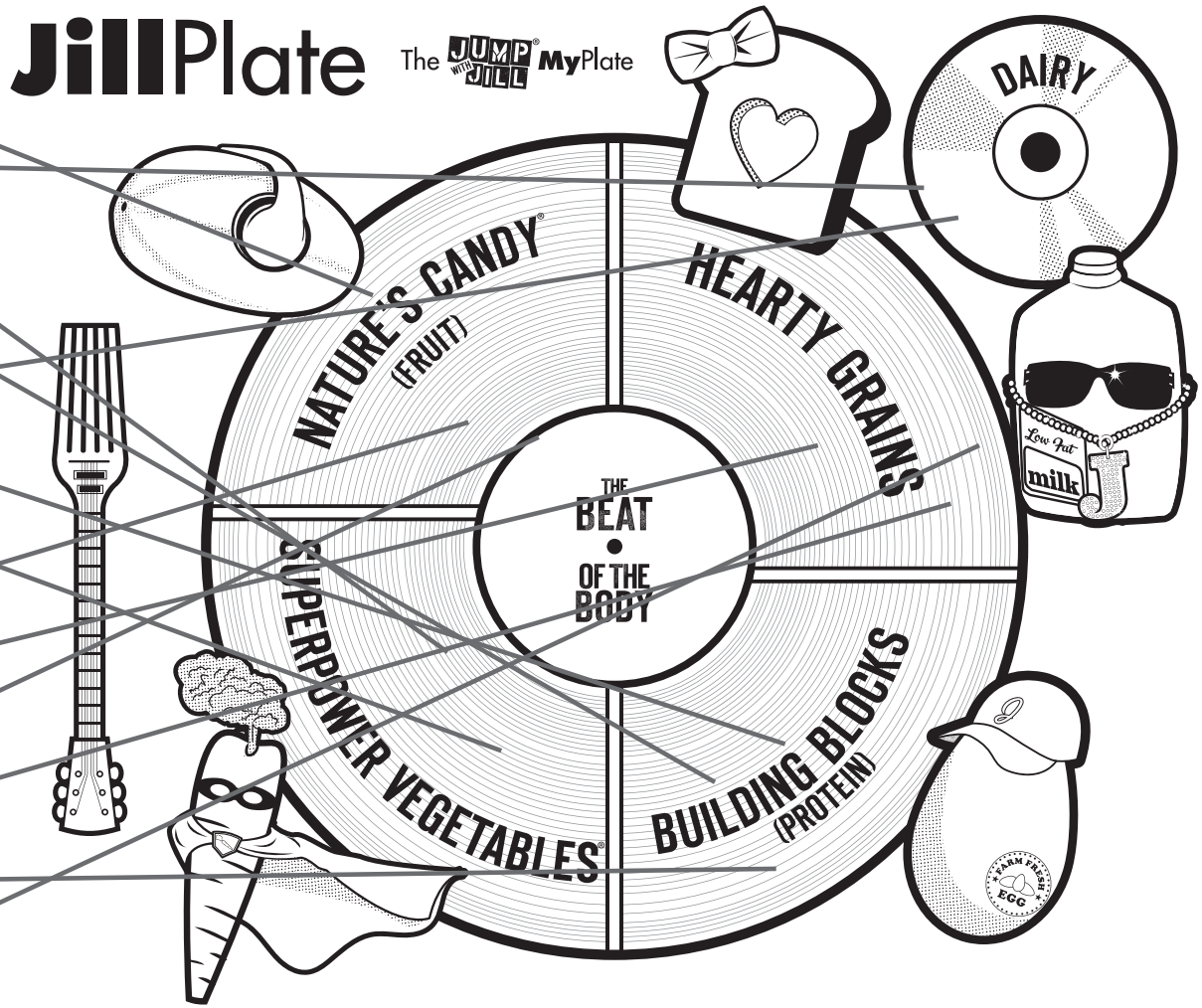
Bring the "your body is like a car" energy analogy to life by having students generate a license plate for their healthy engines. Encourage students to modify words to generate clever sayings.

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

Each day, we need to get energy from healthy foods from each food group. Draw a line from a food word to the correct food group on the JillPlate, the *Jump with Jill* version of the USDA MyPlate.

WORD BANK

- Cantaloupe
- Low fat milk
- Carrot
- Eggs
- Low fat yogurt
- Beans
- Broccoli
- Tangerine
- Whole wheat bread
- Watermelon
- Brown rice
- Fish
- Whole grain cereal

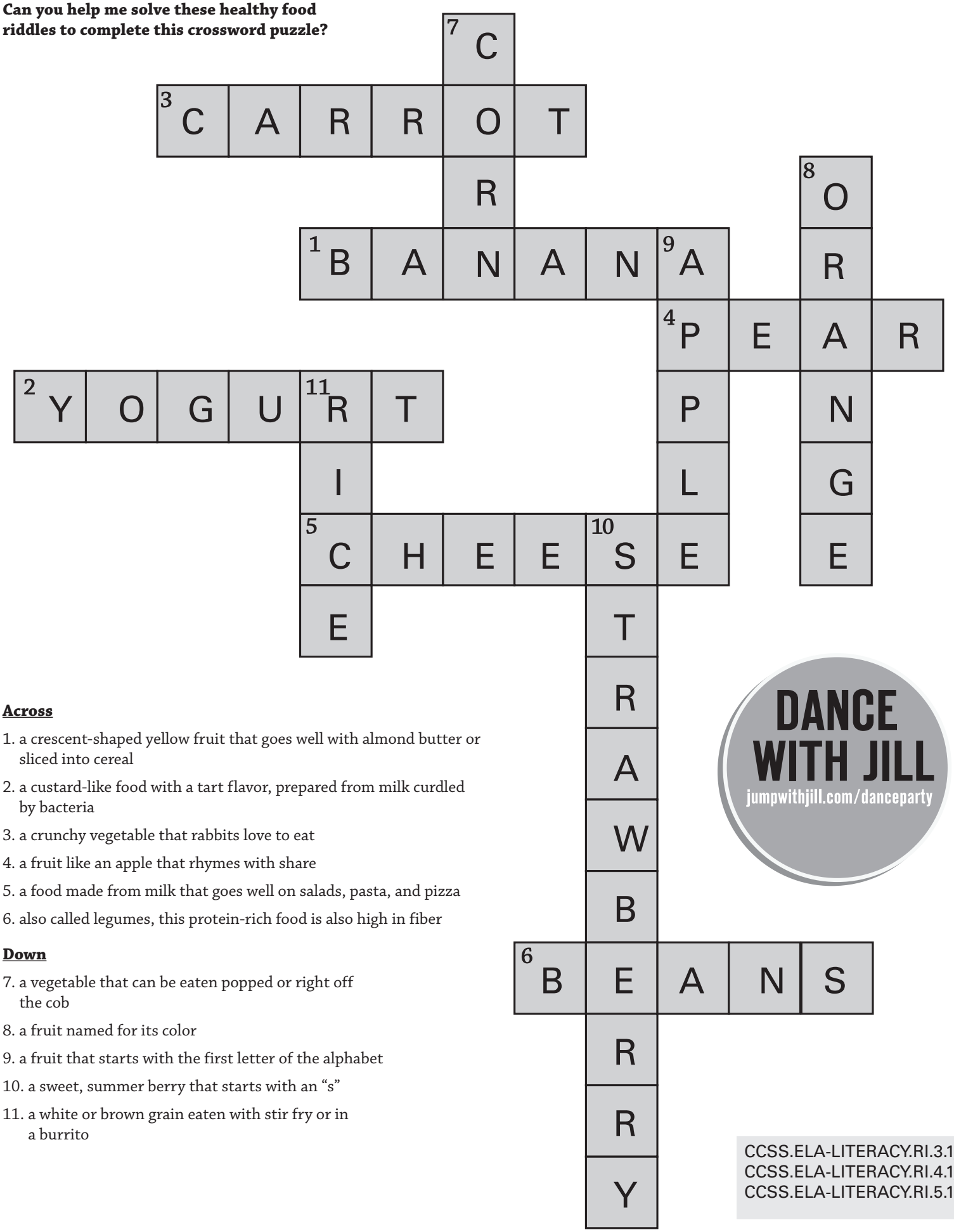


Jump with Jill created their own version of the USDA's MyPlate: The JillPlate. On the JillPlate, the plate is a record, the milk coaster is a CD, and the utensils are musical instruments. The record is titled after our song about exercise, *The Beat of the Body*, to integrate fitness with the food messaging.

The main nutrition concept to communicate to students, whether using the MyPlate or the JillPlate, is that at least half your plate should be fruits and vegetables! The diagram is very simplistic, so students might find it confusing that there is no water or healthy oils included in this diagram and that dairy is also only represented as a liquid. The tool does help categorize foods into groups. The JillPlate represents each food group with a food featured in the show: the naturally sweet watermelon wearing headphones, the blinged out milk jug who goes by his rapper name "Calcium," a high protein egg sporting a *Jump with Jill* snapback, a heart healthy piece of whole grain bread wearing a bow just like Jill, and a carrot dressed as a Superpower Vegetable.

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.7

Can you help me solve these healthy food riddles to complete this crossword puzzle?



Across

1. a crescent-shaped yellow fruit that goes well with almond butter or sliced into cereal
2. a custard-like food with a tart flavor, prepared from milk curdled by bacteria
3. a crunchy vegetable that rabbits love to eat
4. a fruit like an apple that rhymes with share
5. a food made from milk that goes well on salads, pasta, and pizza
6. also called legumes, this protein-rich food is also high in fiber

Down

7. a vegetable that can be eaten popped or right off the cob
8. a fruit named for its color
9. a fruit that starts with the first letter of the alphabet
10. a sweet, summer berry that starts with an "s"
11. a white or brown grain eaten with stir fry or in a burrito

DANCE WITH JILL
jumpwithjill.com/danceparty

CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.1,
CCSS.ELA-LITERACY.RI.5.1

I begin each day with the most important meal of the day…BREAKFAST! The word "breakfast" means breaking the fast, or ending the time you've spent without food since last night's dinner. Unscramble these breakfast words.

tufripagre

G R A P E F R U I T

hwelo athwe sttoa

W H O L E W H E A T

T O A S T

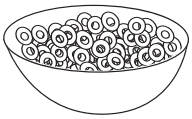
geactot ceshee

C O T T A G E

C H E E S E

wol atf klim

L O W F A T M I L K



hwelo riang reaecl

W H O L E G R A I N

C E R E A L

psbrireesra

R A S P B E R R I E S

nipahcs nad gegs

S P I N A C H A N D

E G G S

CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.1,
CCSS.ELA-LITERACY.RI.5.1

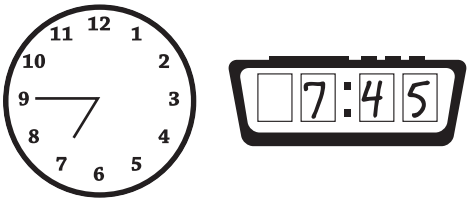
What do the letters in the circles spell?

G O O D M O R N I N G

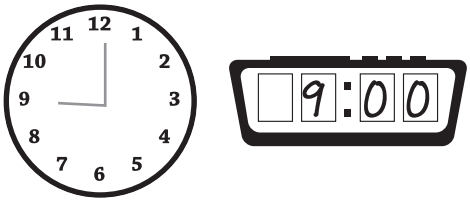
…to you, too!

There are so many things I like to do in my day. That's why I start every day with breakfast, so I have the energy to do what I love. Draw the hands on the clock face and write the time on the digital clock to show the correct time for each of the following activities.

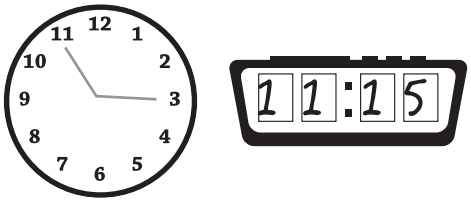
I eat a healthy breakfast at a quarter to eight.



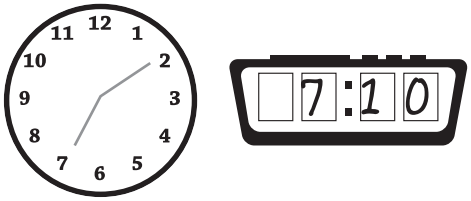
My show starts nine o'clock on the dot!



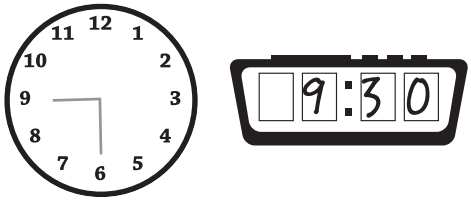
I practice guitar for one hour each day. If I start practicing at a quarter after ten, I will end at this time.



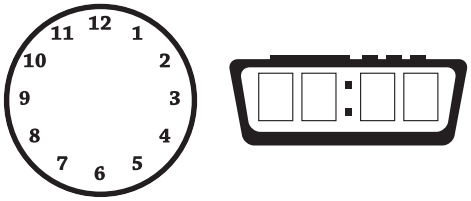
I spend an hour and a half exercising each day. If I start exercising at 5:40, I will end at this time.



I go to bed at half past nine.



What time did you eat breakfast?



CCSS.MATH.CONTENT.3.MD.A.1, CCSS.MATH.CONTENT.4.MD.A.2, CCSS.MATH.CONTENT.5.MD.A.1

What makes breakfast so important? _____

_____

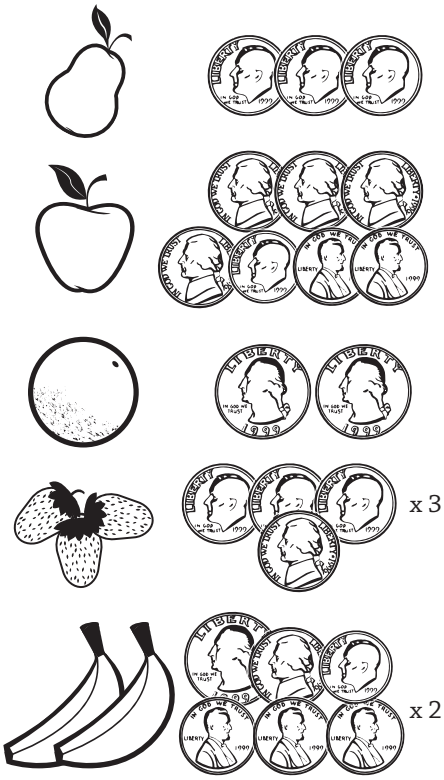
What did you eat for breakfast today? _____

_____

Answers will vary. Guide students to recall what they have eaten this morning.This question is intentionally normalizing the behavior of eating breakfast. Encourage students to analyze what they have eaten and offer suggestions for improvements. What makes a good breakfast? Focus on including low-sugar cereals, high-quality protein like eggs and part skim cheese sticks, and whole fruit instead of juice. If a child did not eat breakfast, idea share with the class about how they can set a plan in motion to eat breakfast tomorrow. For example, a grab-and-go drinkable yogurt, an apple, or making a sandwich in foil the night before.

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

I'm hungry for some fruit. Can you tell me how much money I need to buy each of these fruits?



30¢

32¢

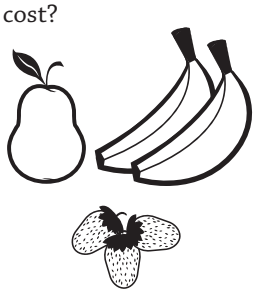
50¢

35¢ x 3 = $1.05

43¢ x 2 = 86¢

CCSS.MATH.CONTENT.3.OA.A.1,
CCSS.MATH.CONTENT.4.OA.A.2,
CCSS.MATH.CONTENT.5.OA.A.2

I'm hungry for some fruit! Can you tell me how much each order will cost?

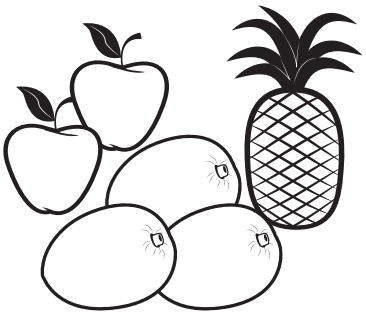


1 pear @ $0.45 each

2 bananas @ $0.35 each

3 strawberries @ $0.25 each

TOTAL COST: **$1.90**



2 apples @ $0.45 each

1 pineapple @ $4.99 each

3 mangos @ $0.50 each

TOTAL COST: **$7.39**

CCSS.MATH.CONTENT.3.NBT.A.2,
CCSS.MATH.CONTENT.4.NBT.B.4,
CCSS.MATH.CONTENT.5.NBT.A.1

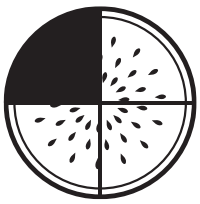
Key

A tangerine costs 45 cents. Draw the fewest number of coins needed to pay 45 cents. Label each coin with how much it is worth.

25¢ 10¢ 10¢

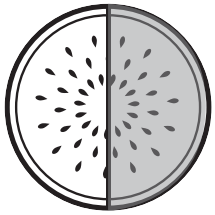
CCSS.MATH.CONTENT.3.NBT.A.2,
CCSS.MATH.CONTENT.4.NBT.B.4,
CCSS.MATH.CONTENT.5.NBT.A.1

Watermelon is a delicious and nutritious fruit!
Color and write the fraction of the watermelon that has been eaten.



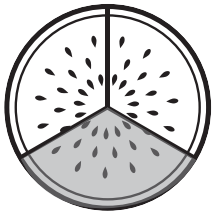
I ate one quarter of a slice.

1/4



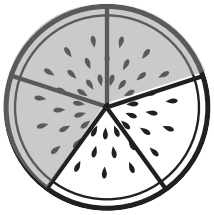
I ate half of a slice.

1/2



I ate one third of a slice.

1/3



I ate three fifths of a slice.

3/5

CCSS.MATH.CONTENT.3.NF.A.1,
CCSS.MATH.CONTENT.4.NF.A.1,
CCSS.MATH.CONTENT.5.NF.A.1

Before going on stage to sing, I warm up my tongue and lips with tongue twisters. Pronounce these adjectives and noun pairs aloud. Can you say each of these fine foods five times in a row? When you've got it, draw what you think each would look like.

overwhelming- adj - overpowering, unable to handle	perplexed- adj- puzzled, unsure
stupendous - adj - super! wonderful!	terrified- adj - very scared
weird- adj- out of the ordinary, original, different	

overwhelming orange stupendous strawberry weird watermelon perplexed plum terrified tangerine

Get your students excited about fruit while teaching literacy! Introduce the tongue twisters by reading them aloud. Reinforce the meaning of the words with the inflection of your voice, ask the class to repeat. Ask them to say the tongue twisters three times fast. Have a contest to see who can say them the most times in a row without making a mistake. Use fruit as the prize. Generate ideas of what visuals could represent the words. Allow students to work independently, then idea share with the class.

CCSS.ELA-LITERACY.RF.3.3, CCSS.ELA-LITERACY.RF.4.3, CCSS.ELA-LITERACY.RF.5.3

Fruit is sweet like candy, but it's actually good for you. That's why I call fruit "Nature's Candy!" My favorite fruit is cantaloupe. What is your favorite fruit? Draw or write it.

Guide students to visualize their favorite fruit. Fruits specifically covered in the *Jump with Jill* show include banana, apple, cantaloupe, avocado, watermelon, strawberry, tangerine. Remind students that fruits are naturally sweet and they're good for you, too! If you are going to drink fruit juice look for the label that says 100% juice.

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

This Nature's Candy is _____.

Music and words have a lot in common. Words are made up of syllables. Syllables are like what we call in music, a beat. You can really make fruits bop by adding silly syllables. Here is how you do it. Think of a fruit with a three syllable name; then put a do-bop-a between the second and third syllable. For example, tangerine can be called tangedoboparine.

tan-ge-do-bop-a-rine
1 2 3

There are only three fruit words below that have three syllables, can you spot them? Circle them and give them a name that's sweet and silly. Try saying them out loud when you are finished.

WORD BANK						
grapes	cantaloupe	apple	mango	watermelon	clementine	honeydew

can _____ ta _____ do bop a loupe _____

cle _____ men _____ do bop a tine _____

ho _____ ney _____ do bop a dew _____

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

Fruits also make great smoothies. This is my favorite smoothie recipe - the FRUIT SMASH SUPREME!

JILL'S FRUIT SMASH SUPREME RECIPE

1) Wash and cut the strawberries, peel and cut the bananas
2) Plug the blender in (ask an adult for help)
3) Put milk, yogurt, and fruit in the blender
4) Mix with blender
5) Pour in glass
6) Enjoy!

Come up with a healthy snack or meal that needs fruit and write the sequence or order for making it. There should be at least four steps to your delicious healthy creation.

RECIPE NAME: _____

1) _____

2) _____

3) _____

4) _____

_____

Discuss with the class, "What is a smoothie?" Read the steps of Jill's recipe. Generate possible healthy recipe ideas with the class on the board. Allow students to work independently on the recipe of their choice. Consider hosting a recipe contest with real food.

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

Vegetables give our body energy and tons of good nutrition that give us healthy skin, hair, muscles, eyes, and bones. That's why I call vegetables "Superpower Vegetables." My favorite vegetable is spinach. Draw a picture of yourself as a superhero from all the vegetables you eat.

The *Jump with Jill* show called vegetables "Superpower Vegetables" for their super nutrition – vitamins, minerals, and fiber – that give our bodies healthy skin, hair, muscles, eyes, and bones. Guide students to visualize these benefits in their drawings of the superhero version of themselves.

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2
CCSS.ELA-LITERACY.W.5.2

My favorite Superpower Vegetable is _____.

Parts of a Plant

The *roots* provide the plant support and absorb water and nutrients through the soil to feed the plant so it can grow. An example of a food that's a *root* is carrot.

The *stem* carries water and nutrients from the roots to the leaves. An example of a food that's a *stem* is celery.

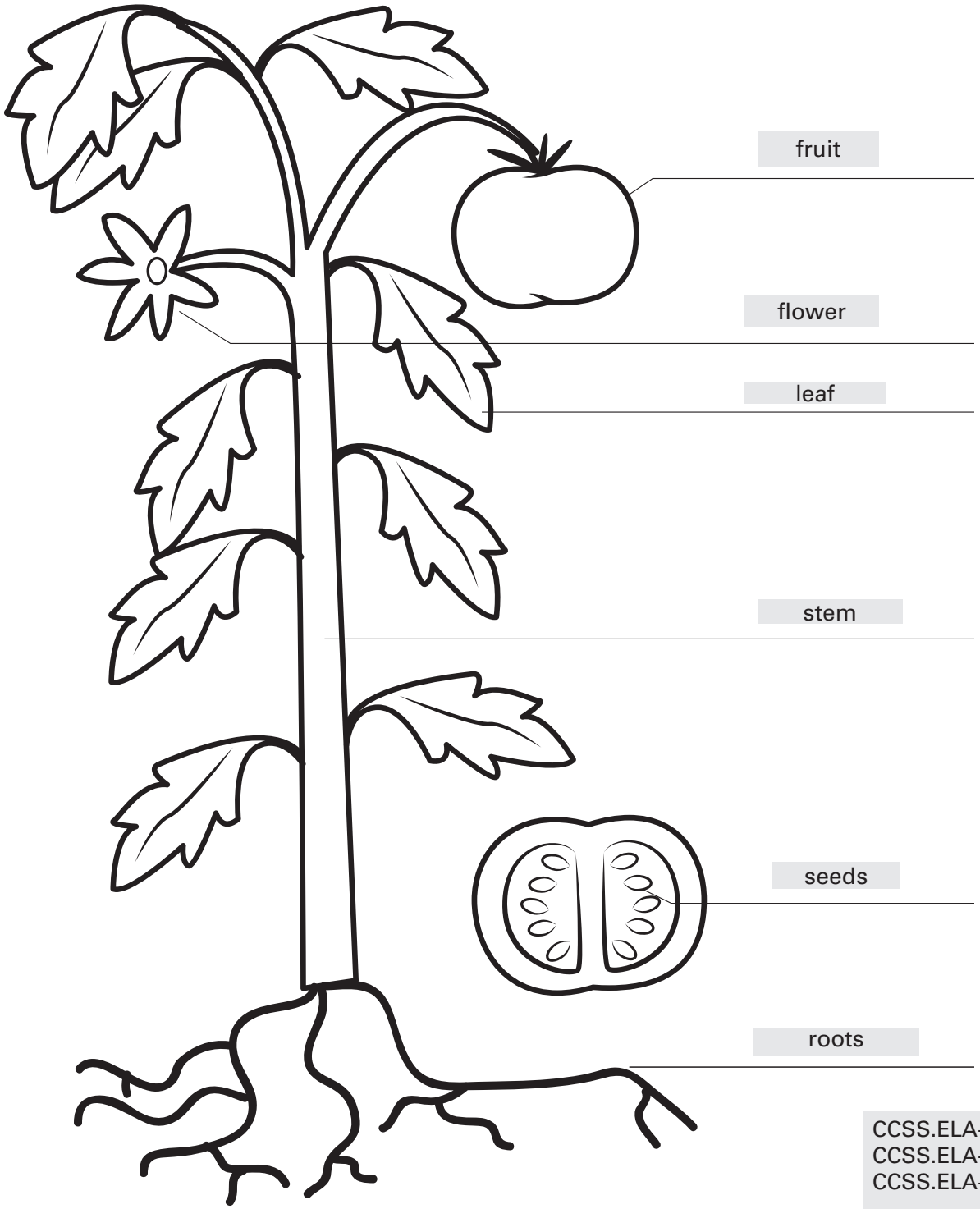
The *leaves* use sunlight to make food for the plant. An example of a food that's a *leaf* is lettuce.

The *flower* attracts insects to pollinate the plant so the plant can produce seeds. An example of a food that's a *flower* is broccoli.

The *fruit* contains seeds. An example of a food that's a *fruit* is a tomato.

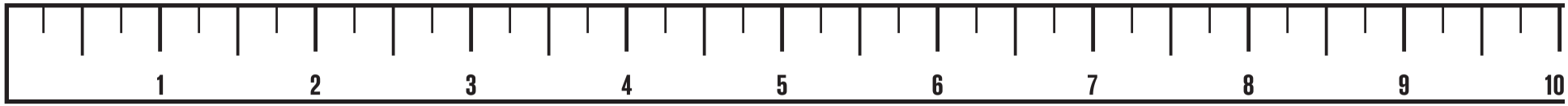
The *seeds* grow new plants. An example of a food that's a *seed* is corn.

Label these parts of this plant.



CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.1,
CCSS.ELA-LITERACY.RI.5.1

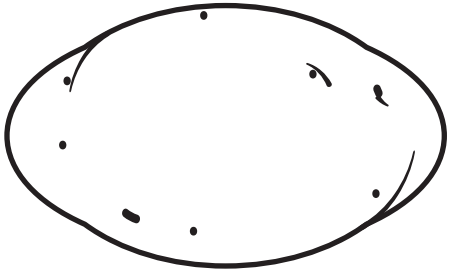
Like fruits, vegetables come in many shapes and sizes. Use the ruler to measure these Superpower Vegetables from a local farmer's market. Write the inches to the nearest quarter inch in the space beside the vegetable you measure.



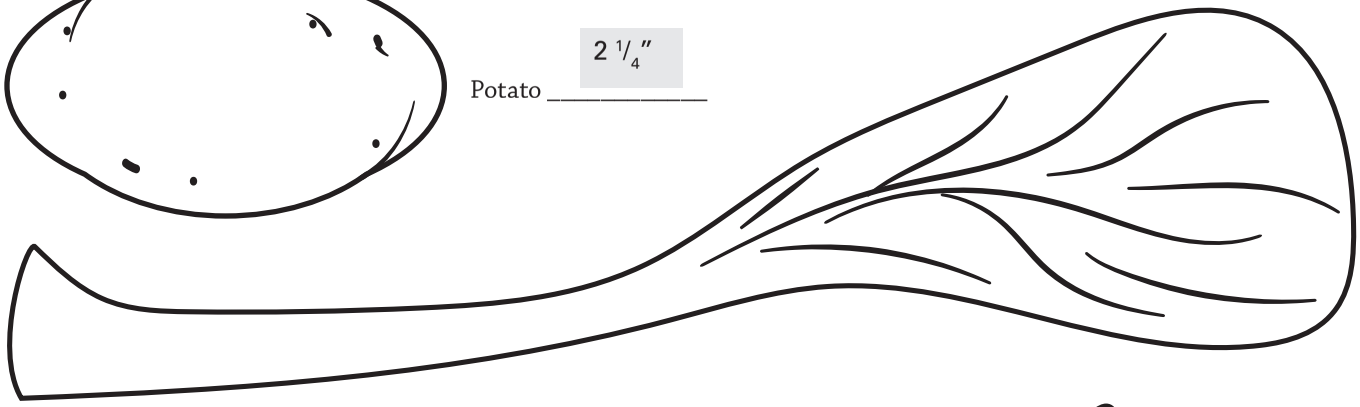
Green bean 3 3/4"

Asparagus 6 1/2"

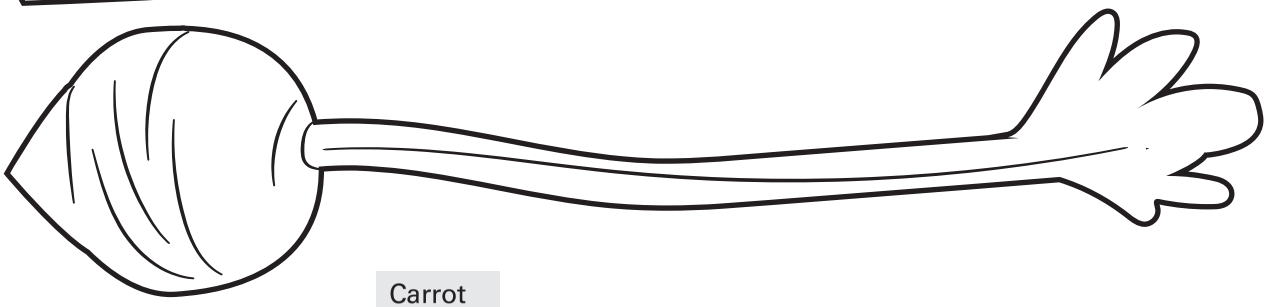
Carrot 9"



Potato 2 1/4"



Bok Choy 7"



Turnip 6 1/2"

Which is the longest vegetable? Carrot

Which is the shortest vegetable? Potato

Which two vegetables are the same length? Asparagus & Turnip

CCSS.MATH.CONTENT.3.MD.B.4

USDA's MyPlate says "Make half of your plate fruits and vegetables." Vegetables give us the vitamins, minerals, and fiber that our bodies need to grow strong. Sometimes you have to make an extra effort to make sure vegetables are part of your meal. When I was at a restaurant last week, I was served a turkey sandwich on wheat bread. I said to myself, "Where are the veggies?" So I politely asked to add some lettuce, tomato, and onion. And instead of choosing fries, I opted for the side of veggies with dip. I instantly powered my plate!

Now it's your turn to be a healthy chef. Help make this lunch and dinner menu healthier by adding more vegetables. Space is provided after items where changes could be made. The Swap Suggestions box below provides additions or replacements to the foods offered. Then estimate how many servings of vegetables the improved menu will give you.

MAKE A MEAL HEALTHY

SWAP SUGGESTIONS:

~~with cucumber slices - 1/2 cup~~

with lettuce, tomato, and onion - 1/4 cup

carrot sticks - 1/2 cup

zucchini and broccoli - 1 cup

salad - 2 cups

TOTAL AMOUNT OF VEGETABLES BEFORE: 0

BREAKFAST:

whole grain bagel with cucumber slices — 1/2 cup

low fat cream cheese

LUNCH:

sandwich with turkey and provolone on wheat bread with lettuce, tomato and onion — 1/4 cup

+

pretzels

cupcake carrot sticks OR salad — 1/2 cup (if carrot sticks) OR 2 cups (if salad)

+

banana

low fat milk

DINNER:

noodles with sauce with zucchini and broccoli — 1 cup

+

grilled chicken

french fries salad OR carrot sticks — 2 cups (if salad) OR 1/2 cup (if carrot sticks)

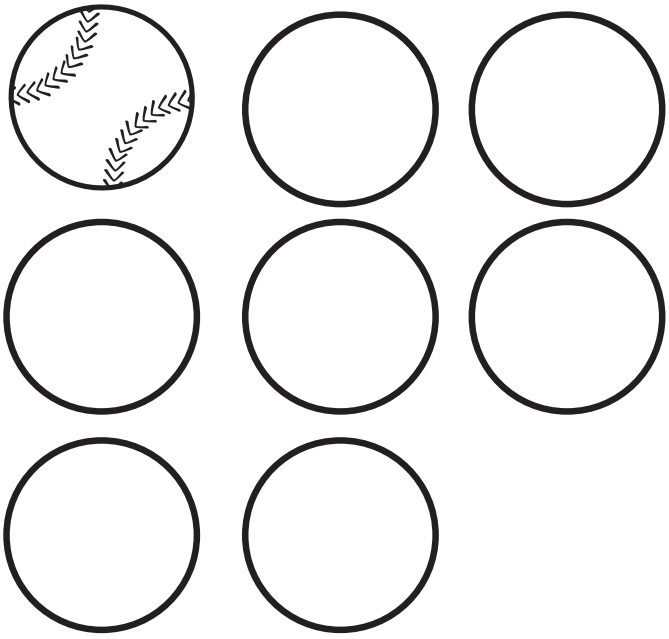
+

TOTAL AMOUNT OF VEGETABLES AFTER: = 4 1/4 cups

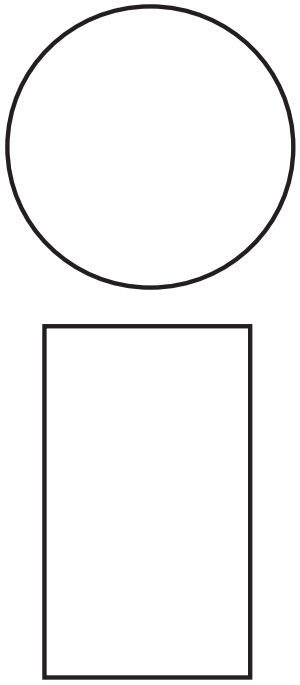
COOK WITH JILL
jumpwithjill.com/RockYourTasteBuds

CCSS.MATH.CONTENT.3.NF.A.1, CCSS.MATH.CONTENT.4.NF.A.1, CCSS.MATH.CONTENT.5.NF.A.1

Playing different ball games makes exercising fun and exciting. How can you change it up? Draw all of the sports balls this plain ball could be.

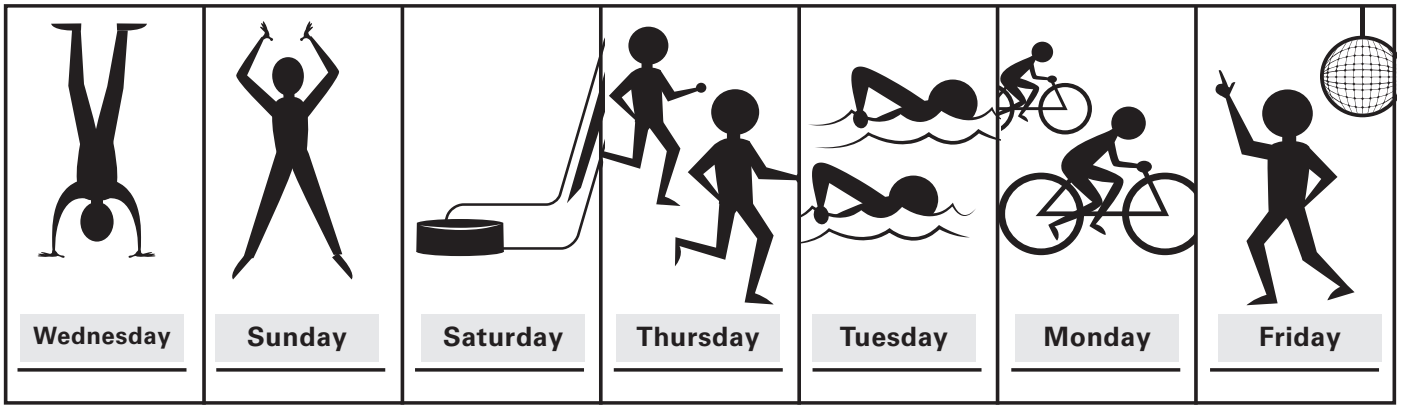


Create a ball game of your own! Draw the ball and describe the game. Draw the playing field for how your game will work.



CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

Even though dancing is my favorite way to move, I do something different just about every day to keep things interesting.
On Monday, I ride my bike.
On Tuesday, I swim at the YMCA with my friend, Devon.
On Wednesday, I practice gymnastics.
On Thursday, I run with my dad.
On Friday, I have a dance party with my friends.
On Saturday, I play hockey with my brother.
On Sunday, I count how many jumping jacks I can do in a row.
Write in the correct day of the week under each activity picture.



What does your week look like? Draw in your activities for each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.1

Exercise is not only healthy and fun, it makes a song when your heart, lungs, and muscles all work together. That's why I call exercise "The Beat of the Body." My favorite exercise is dancing. What is your favorite exercise? Draw yourself doing your favorite physical activity.

Guide students to visualize their favorite exercise. In the *Jump with Jill* show, Jill talks about exercise being so fun and healthy that it inspires a song with the rhythms of the heart, lungs, and muscles creating *The Beat of the Body.* Exercise is also another way to keep your bones healthy. Jill demonstrated dancing as her favorite exercise with a line dance to emphasize the fun factor of an active lifestyle.

This Beat of the Body is _____.

CCSS.ELA-LITERACY.W.3.2,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

Can you jump like Jill? Try these moves on your own, then with your friends, then with your class! Think of two more moves you can do and write them in for Jill.

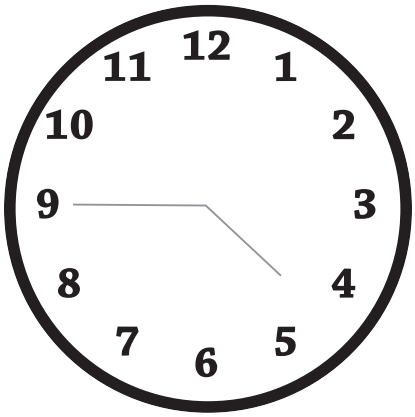
1) Raise the Roof
2) Robot
3) Heart Beat
4) Spin
5) _____
6) _____

CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.W.4.2,
CCSS.ELA-LITERACY.W.5.2

Time to Get Moving

I make the Beat of the Body, or exercise as normal people call it, for at least one hour per day. If I start exercising at 3:45 PM, what time do I finish? 4:45 PM

Draw this time on the clock.



I finished running a race at a quarter after twelve in the afternoon. Write the time: 12:15 **PM**

I played in a soccer tournament on 5/3/2017 or May 3, 2017. I am going to play my next tournament on October 24, 2018. Write this date as MM/DD/YY:

10 / 24 / 18.

CCSS.MATH.CONTENT.3.MD.A.1,
CCSS.MATH.CONTENT.4.MD.A.2,
CCSS.MATH.CONTENT.5.MD.A.1

If it's raining outside, what activities can you do inside? _____

_____

_____

If you are with three friends, what activities can you play together? _____

_____

_____

If you are by yourself, what physical activities can you do alone? _____

_____

_____

_____

Answers will vary. Guide students to visualize and analyze the limitations and benefits of the scenarios presented. Suggested answers include:

inside - organize a dance off, jumping jacks, put on a play or performance, go to an indoor pool or roller rink, fitness-based videogames
together - any kind of ball game, team jump rope, tag, bike ride with friends, swimming races
alone - obstacle course, jump rope, hula hoop, hopscotch, dance, bike ride, roller blade, swim laps, practice shooting hoops

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

Our bodies need water to replace the water we lose when we sweat, breathe, and use the bathroom. Sodas and other sweetened drinks aren't the healthiest choices to hydrate because they are loaded with sugar. When we exercise, we are sweating more and breathing more, so we need even more water to keep our bodies hydrated. When we don't get enough water, we are dehydrated. This makes our head and stomach hurt and can make us feel tired. So keep your body hydrated with WATER!

Follow along with the lyrics to *The Water Song* as you listen:

One afternoon my mouth was dry
For I had just run until I tired
My brow was wet from all the sweat
That I had just perspired
My friend said won't you drink with me
A soda from the vending machine
I shook my head and said instead,
That I drink water
Water! Water! Water!
Oh, I drink water! Water! Water!
There's nothing I would rather have,
Than a cup of water in my hand
To sweat, to breathe, to poo & pee,
That's why I drink water!
My friend he just stared at me
Like I was off my trolley
How could I turn down his drink
He said himself to me
I told him when you sweat and breathe,
It's water that your body needs
So we raised our glasses and we sing,
A toast to drinking water

Water! Water! Water!
Oh, I drink water! Water! Water!
There's nothing I would rather have,
Than a pint of water in my hand
To sweat, to breathe, to poo & pee,
That's why I drink water!
So we went outside only to find,
Our friend had kind of lost his mind
His thirst had him all flattened out,
Like pancakes on the skittle
We ran to him and offered up,
Some water from our drinking cup
And there we were the three of us,
A toast to drinking water
Water! Water! Water!
Oh, I drink water! Water! Water!
There's nothing I would rather have,
Than a quart of water in my hand
To sweat, to breathe, to poo & pee,
That's why I drink water!

Use the song lyrics from *The Water Song* to answer these questions.

Why does your body need water?

Your body needs water to sweat, breathe, and use the bathroom.

What does hydration mean?

Hydration means having enough water to maintain fluid balance in the body.

What happens when you are dehydrated?

Your head and stomach might hurt and you might feel tired.

What do you drink when you are thirsty?

This question is intentionally normalizing the behavior of drinking water. Use this question as an opportunity for students to set goals for drinking more water.

CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.1,
CCSS.ELA-LITERACY.RI.5.1

I get so excited about water in *The Water Song*, that my water cup gets bigger throughout the song from a cup to a pint to a quart. Since your body needs water every day, use this measurement key to answer the water questions.

1 cup = 8 oz.	
1 pint = 2 cups	
1 quart = 2 pints or 4 cups	
1 gallon = 16 cups or 8 pints or 4 quarts	

CCSS.MATH.CONTENT.3.NBT.A.2,
CCSS.MATH.CONTENT.4.MD.A.2,
CCSS.MATH.CONTENT.5.MD.A.1

If I drink 2 pints of water, I am drinking 4 cups per day.

If I drink 1 pint of water, how many more cups of water do I need to have six cups? 4

If I drink a half a gallon of water, I am drinking 8 cups per day.

If you drank one cup of water at breakfast, two cups of water at lunch, three cups of water after school, and three cups of water after dinner, how many cups of water did you have before dinner? 6

CCSS.MATH.CONTENT.3.NBT.A.2, CCSS.MATH.CONTENT.4.MD.A.2, CCSS.MATH.CONTENT.5.MD.A.1

All That Junk!

Follow along with the lyrics as *All That Junk* plays:

Yeah I reduce, reuse, recycle

What can I do with empty cans, cans in my grandma's mini van?
Whatcha gonna do with all those cans, all those cans without a plan?
I'm gonna put put put them in, put them in the **recycle bin**

Yeah I reduce, reuse, recycle

What can my water bottle do, after all the water's used
Whatcha gonna do with an empty bottle, a bottle that you cannot guzzle
I'm gonna keep keep keep it real and give **my bottle a refill**

Yeah I reduce, reuse, recycle

The sounds of recycling are keeping the beat rocking
I'm getting so much greener because I'm getting cleaner
I'm not just smart, I'm doing my part.

One world, one life.

What can I do with my small pants, pants so tight
I cannot dance
Whatcha gonna do with those short pants, those short pants could fit on ants
I'm gonna **give them to my sis,** she's much smaller she can fit

Yeah I reduce, reuse, recycle

What kind of things do you recycle at home?
Draw or write your answer.

CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.1,
CCSS.ELA-LITERACY.RI.5.1

Reusing means using something again or finding a new home for something you no longer use. Circle the kinds of things that are **reused** in this song.

CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.1,
CCSS.ELA-LITERACY.RI.5.1

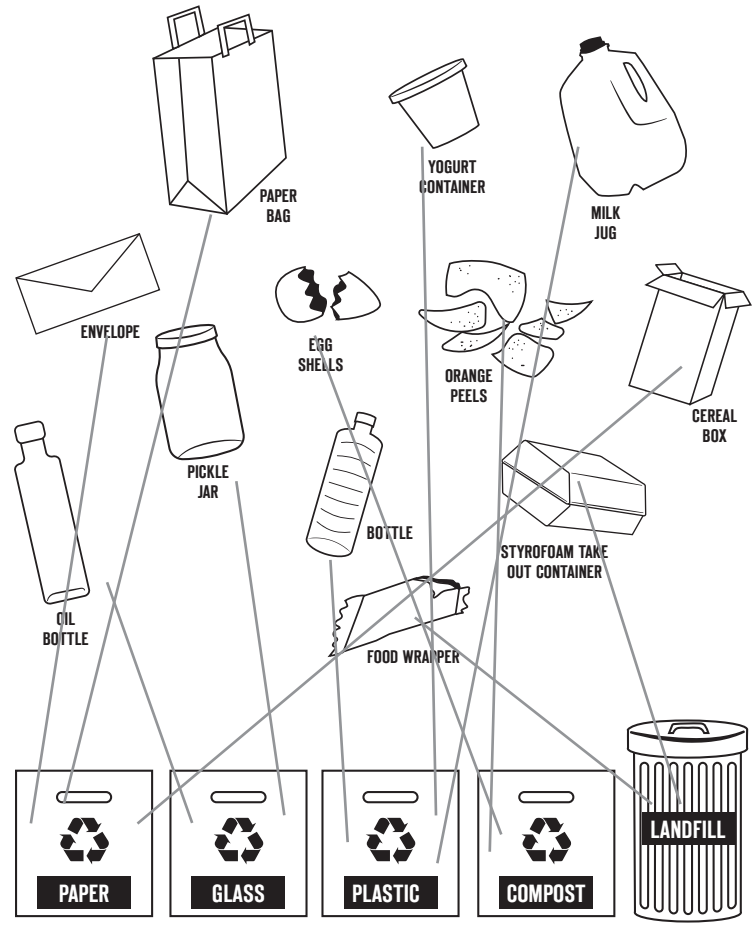
Recycling is when you convert trash into reusable material, like aluminum cans or plastics. It usually involves a lot of machines and intensive processes. What was **recycled** in this song?

CCSS.ELA-LITERACY.RI.3.1,
CCSS.ELA-LITERACY.RI.4.1,
CCSS.ELA-LITERACY.RI.5.1

Reducing means you use less or make less trash, so instead of using a bunch of napkins during lunch time, try using one or two. Instead of using a paper cup every time you are thirsty, use one cup and rinse it out every time you use it. What are ways you can reduce the trash you make? Write your answer below.

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.5.1

What Bin Does It Go In? Can you help me separate my recyclables so they can be made into new things? Draw a line from the recyclables to the correct bin.



Landfills should be reserved for things that cannot be recycled, like styrofoam and food wrappers. However, many items end up there when they shouldn't. The Environmental Protection Agency estimates that 75% of the American waste stream is recyclable, but only about 30% is actually recycled. One of the worst offenders - only about 25% of plastics are recycled.

Guide students to categorize these used items. Students may be familiar with paper, glass, and plastic recycling to the point that they are used to seeing single-stream recycling where items are sorted by a collection truck rather than the end user.

Composting is becoming more popular as more schools build school gardens. Composting is when organic matter like fruit & vegetable scraps, egg shells, coffee grounds are mixed together with leaves and grass. The mixture decomposes to make fertilizer that can be used to grow more food. Because of how airtight landfills are, organic matter in a landfill does not decompose which is why it's important to separate it from trash.

CCSS.ELA-LITERACY.RI.3.3,
CCSS.ELA-LITERACY.RI.4.3,
CCSS.ELA-LITERACY.RI.5.3

The Tale of Trash Make this trash live happily ever after. Trace the lines to reduce, reuse, and recycle these items.

START	FINISH

The average American will personally throw away 600 times his or her body weight, a 90,000 pound legacy of trash by the end of your lifetime. We are making more trash than we have room to dispose of. To protect our future, we must make efforts to sort trash, help find new homes for things we no longer want or need, and to overall use less.

Choose to purchase things that are made from recycled materials, such as paper and napkins. Reduce how much trash you make by using both sides of paper, only taking the napkins that you will use rather than a handful, and use a refillable water bottle instead of disposable bottles.

Repair and repurpose used items into art projects and storage containers. Find new homes for things you no longer want or need, especially clothing and furniture. Hand-me-downs rock!

Plastic bottles can be made into thread that can be used to make clothing, fleece, and carpeting.

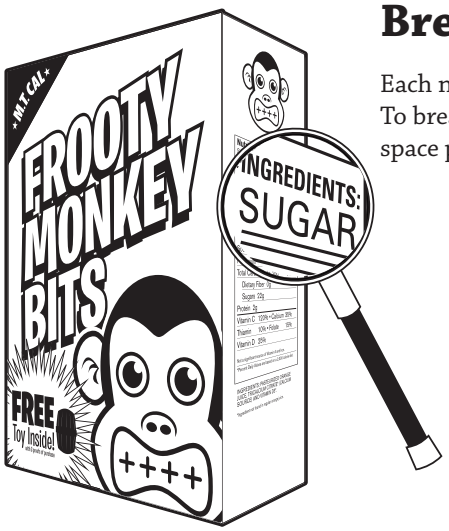
CCSS.ELA-LITERACY.RI.3.3,
CCSS.ELA-LITERACY.RI.4.3,
CCSS.ELA-LITERACY.RI.5.3

Cartoons often appear on unhealthy foods to get your attention. Cartoons are used to distract you from what is really going on inside the box. For example, this cereal box has a cartoon, offers a free toy, and is brightly colored. But when you look more closely at the ingredient list, sugar is the main ingredient! That's no way to make your engine go.

Cartoons on a food package don't ALWAYS mean that a food is unhealthy, but it certainly means you should take a closer look to make sure you aren't getting tricked. After all, it's YOUR BODY and YOU are the one making the decisions around here.

So when you see a cartoon, you know what to do!

Put on your special glasses and decide for yourself!



Break the Secret Code

Each number corresponds to a letter in the letter bank below. Fill in the blanks with the correct letters. To break the code, you'll have to solve some equations as well. Write the answers to the equations in the space provided then match the number answer to the letter from the letter bank.

CCSS.MATH.CONTENT.3.OA.C.7,
CCSS.MATH.CONTENT.4.OA.A.1,
CCSS.ELA-LITERACY.RI.5.1

D o n' t
4 15 14 20

L e t
4x3= 12 15÷3= 5 10x2= 20

T h o s e C a r t o o n s
20 8 15 19 5 3 1 18 20 15 15 14 19

T r i c k Y o u
20 18 9 3 11 5x5= 25 5x3= 15 3x7= 21

I n t o F o r g e t t i n g
3x3= 9 1x14= 14 100÷5= 20 45÷3= 15 6 15 18 7 5 20 20 9 14 7

A b o u t
1 2 15 21 20

Y o u r H e a l t h
50÷2= 25 3x5= 15 1x21= 21 180÷10= 18 8 5 1 12 20 8

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

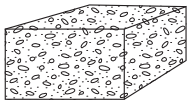
Milk and his bone building crew are known by the rapper name, Calcium, for making your bones strong. There are many calcium-rich foods that make your bones strong. Dairy products, or foods made from milk like cheese and yogurt, are very high in calcium. Other foods you might not think of, like beans, nuts, and dark green leafy vegetables, also have some calcium. All of these foods have calcium. Circle all the foods that are dairy products:

low fat milk

broccoli

low fat yogurt

frozen yogurt


tofu

beans

chocolate milk

low fat cheese

fish

almonds

spinach

soy milk

cottage cheese

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.5.1

Fun Facts about Bones:
There are 206 bones in an adult body and 300 in a newborn's body. Newborns have more bones than adults because as kids grow, bones fuse together.
A quarter of your bones are found in your feet. There are twenty-six bones in each foot.
Humans and giraffes have the same number of bones in their necks. Giraffe bones are just longer.
The smallest bone in the body is less than an inch long. It's located inside the eardrum and called the stirrup bone.
Bones make blood. The center of bones is called bone marrow. Every second, our bone marrow makes two million red blood cells.

How many more bones are in the body of a newborn baby than in an adult's body? 94

How long is the smallest bone in the body? It is less than an inch long

Where is it located and what is it called? The stirrup bone is located in the eardrum

I keep my many bones healthy by exercising and getting enough calcium. What do you do to keep your bones healthy?

_____

CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.5.1

Discuss with students that aside from getting enough calcium, exercise is also a good way to keep your bones healthy and strong.The best exercise for healthy bones is weight-bearing exercise - that's any physical activity that uses gravity. Good weight-bearing exercises include running, walking, jumping, skipping, karate, and dancing. Biking and swimming, though good for the heart, are not weight-bearing exercises. Ask students to stand and imitate bone building exercises as you name them, then encourage them to write down their responses to how they keep their bones healthy.This question is intentionally normalizing healthy behaviors. If a child is having difficulty describing what they are currently doing, encourage them to set in motion a plan to improve their behavior.

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

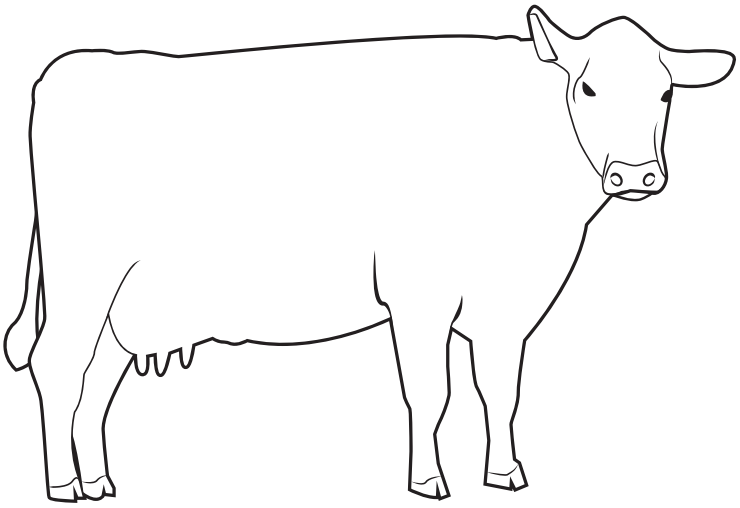
My favorite food with calcium is yogurt. I like to put fruit and granola in it and savor each bite. Draw or write your favorite food or drink with calcium:

Guide students to visualize their favorite calcium-rich food or drink. The *Jump with Jill* show emphasizes low fat dairy including milk, yogurt, and cheese. Non-dairy sources of calcium include spinach, almonds, beans, tofu, fish, and milk substitutes like soy milk. However, the calcium in these non-dairy foods is not as bioavailable (meaning calcium is not as absorbable) as dairy sources so more of these foods need to be consumed to equal the calcium supplied in a dairy source.

This calcium-rich food or drink is _____.

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

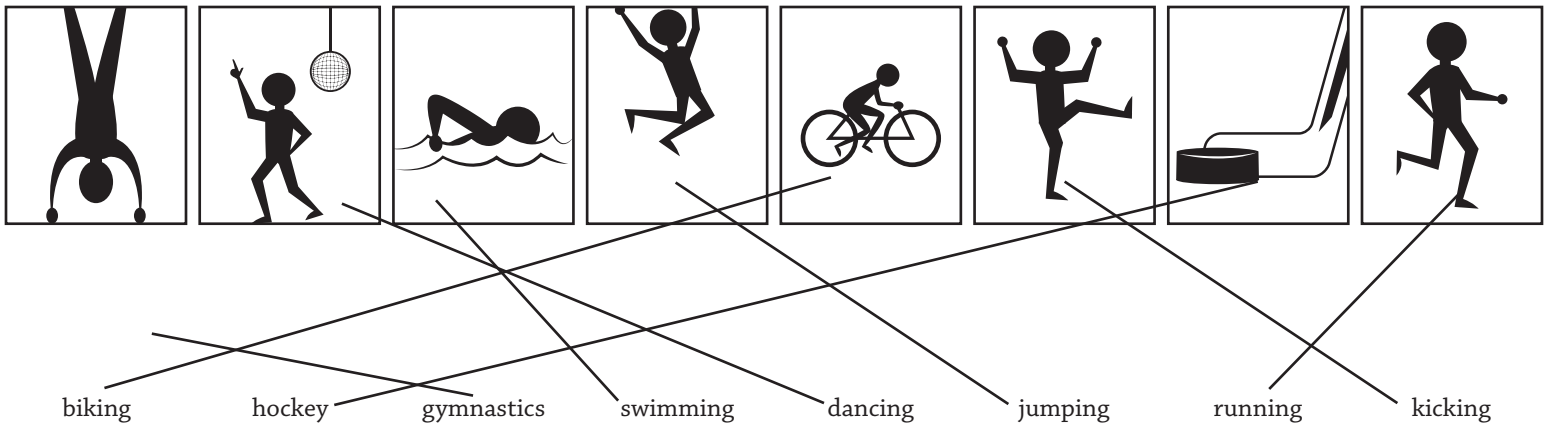
Milk comes from cows. Give this cow markings for the kind of flavor milk you'd like to drink. For example, if you'd like Sunnyside Milk, color your cow yellow like the sun! Write the name of your cool new flavor beside your cow!



My new flavor is called _____.

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

Exercise is another way I keep my bones healthy. Draw a line from the workout description to the correct picture.



What exercise do you do to keep your bones healthy? _____

Discuss with students that aside from getting enough calcium, exercise is also a good way to keep your bones healthy and strong. The best exercise for healthy bones is weight-bearing exercise--that's any physical activity that uses gravity. Good weight-bearing exercises include running, walking, jumping, skipping, karate, and dancing. Biking and swimming, though good for the heart, are not weight-bearing exercises. Ask students to stand and imitate bone building exercises as you name them.

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

YOUR GOAL IS TO _____

YOUR AUTOGRAPH _____

After completing this book, guide students to create a realistic, measurable and short term goal. For example, "I will drink water in place of soda twice this week." Steer students away from broad generalizations like "Be healthier." Have them write their goal on the back cover of their Activity Books and sign it with their signature as a promise. Consider displaying the goals around the classroom, partnering students with similar goals, and monitoring progress.

Through cross-curricular learning, these activities meet Common Core State Standards.

ENGLISH LANGUAGE ARTS

Reading: Informational Text

CCSS.ELA-LITERACY.RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.7
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

CCSS.ELA-LITERACY.W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.4
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-LITERACY.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Reading: Foundational Skills

CCSS.ELA-LITERACY.RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.5.3
Know and apply grade-level phonics and word analysis skills in decoding words.

MATHAMATICS

Measurement & Data

CCSS.MATH.CONTENT.3.MD.A.1
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

CCSS.MATH.CONTENT.4.MD.A.2
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

CCSS.MATH.CONTENT.5.MD.A.1
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

CCSS.MATH.CONTENT.3.MD.B.4
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Operations & Algebraic Thinking

CCSS.MATH.CONTENT.3.OA.A.1
Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

CCSS.MATH.CONTENT.4.OA.A.1
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

CCSS.MATH.CONTENT.3.OA.C.7
Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

CCSS.MATH.CONTENT.4.OA.A.2
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1

CCSS.MATH.CONTENT.5.OA.A.2
Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Number & Operations in Base Ten

CCSS.MATH.CONTENT.3.NBT.A.2
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.MATH.CONTENT.4.NBT.B.4
Fluently add and subtract multi-digit whole numbers using the standard algorithm.

CCSS.MATH.CONTENT.5.NBT.A.1
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Number & Operations—Fractions

CCSS.MATH.CONTENT.3.NF.A.1
Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

CCSS.MATH.CONTENT.4.NF.A.1
Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

CCSS.MATH.CONTENT.5.NF.A.1
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)