

Using Books to Teach **GOOD FOR ME... AND YOU!**



A Nutrition Curriculum for Second Grade

University of California
Agriculture and Natural Resources

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Why Use Books to Teach Nutrition

Books are a natural way to reach early elementary students with valuable nutrition messages. Learning is more effective when there is an emotional attachment to the content...books provide that connection. They also provide a familiar and interesting way to stimulate curiosity, build background, and introduce the lesson content.



Choice of Books for the Curriculum

The books used in *Good for Me...and You!* were carefully chosen to help tell the nutrition message. They also were selected to meet the specific grade-level Common Core Standards for English Language Arts, as well as the California Health Content Standards and Nutrition Competencies, and be interesting and engaging for the students. Each book was reviewed for age appropriateness, excellence as high quality children's literature, use of quality illustrations, ethnic diversity, cultural appropriateness, and sound nutrition content. A number of the books are also on the state's recommended reading list for this grade level.



Use of Book Genre

There is a variety of age appropriate genre for beginning readers. The *Good for Me...and You!* curriculum uses both *narrative* and *informational* books in its lessons.

Narrative books, also called picture books or storybooks, tell a story and can be based on reality or be totally fictional. Narrative books are usually written sequentially and present a chain of events. They often include one or more characters and present a problem and seek a solution.

Informational books are non-fiction books and should provide reliable, documentable information. They are generally written to persuade or inform. Content can be organized in a variety of ways.

Illustrations are an essential part of both types of books. In narrative books, illustrations capture the reader's attention and help tell the story and in informational books they carefully support the factual content.

A secondary book, of the opposing genre, is also included in each lesson. The suggested secondary book and a brief description is found on the *Our Amazing Classroom Enhancing Learning* page under the heading of *Read More Books*. **(Please note: This book is a supplemental book for additional reading and should not be substituted for the featured book.)**

Common Core Standards for English and Language Arts

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Content standards have been developed for each of the major subject areas based on the established frameworks for those subjects. In 2010, new national core standards were established for English Language Arts and Mathematics. Forty-five states, including California, have adopted the Common Core State Standards (CCSS).

Good for Me...and You! was specifically created to meet the new Common Core Standards for English and Language Arts. The Common Core State Standards include explicit strategies for reading narrative literature, as well as ones for reading informational text. Therefore, both narrative and informational books were selected for the delivery of this curriculum. The specific California CCSS for English Language Arts that were met are included at the end of each the lesson.

How to Read the Books

Reading specialists know that how a book is read aloud is crucial for comprehension, as well as vocabulary and literacy development. Care was taken in the development of the *Good for Me...and You!* curriculum to use research-based strategies for presenting the book reading activity to assure maximum comprehension of the book content and attainment of the content standards.

There are different approaches for reading *narrative* and *informational* books. Students are generally taught these skills in first grade. Here is a summary of each:

- **Narrative books** - When reading a narrative book, it is important for students to *listen for the sequence of the story* (what happened first, next, and in the end), as well as the problem that was identified and the solution to the problem. Students should be asked to make *predictions* about the story and characters.
- **Informational books** - When reading an informational book, students should *learn something new and answer a question*. Students should be asked what they already know about the topic and what they would like to learn.



When reading either type of book, students should be actively involved in the reading experience through questioning. Planned pauses in the reading can help students make inferences, confirm predictions, draw conclusions, make connections, and learn new vocabulary. Before, during, and after strategies are used in the book reading activity to emphasize these techniques. These differentiated strategies are provided as *Activity 1 Book Reading* in each lesson and are critical for laying the proper groundwork for lesson comprehension, attainment of lesson objectives and meeting the content standards.

How to Read the Books *(continued)*

An essential part of reading comprehension is being able to *retell the story or book content*. A student Retell Sheet (for narrative books) or Fact Sheet (for information books) is included in each lesson. To make the read aloud experience effective and enjoyable, additional suggestions are included below in the Tips for Reading Aloud section.

**Retell the Story
with a Flap Book**

Instructions for Flap Book:

1. Photocopy the Flap Book Pattern on page 26, one per student.
2. Demonstrate to students how to construct the Flap Book:
 - Fold the page in half, lengthwise, using the solid line as a guide.
 - Create five flaps by cutting along the dotted lines from the edge of the page to the centerfold.

Give Instructions to Complete the Story Retell:

1. Write or draw a picture for each of the five sections:
 - **Setting** - Where did the story take place?
 - **Who** - Who were the main characters?
 - **Problem** - What was the problem the character faced?
 - **Solution** - How was the problem solved?
 - **End** - How did the story end?




Photo of Flap Book

Breakfast is Good for Me, and You! - Grade 2 - Lesson 2 - Page 15

**Fact Sheet for Retelling
Information Book**

Food Safety

Name _____ Topic _____

Directions: Write or draw a picture of one way to keep food safe to eat in each of the boxes.

Keeping Food Safe is Good for Me, and You! - Grade 2 - Lesson 5 - Page 15

Tips for Reading Aloud

Each lesson's first activity is the reading of the featured book. Reading the book aloud is an important element of the lesson and may require some practice. Here are a few tips to successful read aloud experiences.

- **Prepare in advance.** Read the book several times to yourself, so you fully understand the story and language flow. Try reading it aloud to hear the cadence of the words and the rhythm of the phrases.
- **Preview the book with the children.** Show the book to the children. Read the title of the book. Point out the front and back covers and the spine. Read the author and illustrator's names. Talk about the illustrations. Ask if the children have ideas about what might happen in the story.
- **Position yourself.** Find a comfortable place to read so you are relaxed. Make sure that all children can easily see the pages.
- **Read slowly.** Don't rush through the book. Make sure the children can clearly understand your words.
- **Use expression.** Use your voice to make the book interesting and fun. Be excited when you read. Change the speed of your voice. Vary the pitch and loudness as you read the book.
- **Point to pictures.** Children learn from pictures. As you read, point to the illustrations and pictures. Ask children to name the objects and describe what they are seeing. This builds language skills.

Tips for Reading Aloud *(continued)*

- **Point to words.** As you read, point to a few of the words as you say them. This helps children understand that words have meaning.
- **Predict what will come next.** As you read parts of the story, ask children to predict what they think will happen next.
- **Connect the story to life.** Books may seem simple and fun, but they also have great meaning for children. They help children learn about everyday things and how characters deal with situations. Talk to the children about how the books relate to their life.
- **Relate to the lesson.** Look for ways that you can relate the story to the nutrition message and lesson objectives. Use the book and discussion to transition into the next lesson activity.
- **Read the book again.** Storybooks should be read multiple times to children. They enjoy hearing the book read over and over and it builds their confidence in being able to remember the story details and recall what is coming next. During the week also look for ways to relate the story in other classroom activities.



Featured and Secondary Books for *Good for Me...and You!*

Based on the lesson objectives, Core Content Standards, and other criteria discussed above in selecting high quality books, the following books were selected to teach *Good for Me...and You!*.

Lesson 1 - Eating Healthy is Good for Me...and You!

- Featured Book (Narrative): *Good for Me and You* by Mercier Mayer.
- Secondary Book (Informational): *MyPlate and You* by Gillia M. Olson.

Lesson 2 - Breakfast is Good for Me...and You!

- Featured Book (Narrative): *The Hatseller and the Monkeys* by Baba Wague Diakite.
- Secondary Book (Informational): *My Breakfast- A Book about a Great Morning Meal* by Heather Feldman.

Lesson 3 - Healthy Snacks and Beverages are Good for Me...and You!

- Featured Book (Narrative): *Eating Well* by Liz Gogerly.
- Secondary Book (Informational): *Drink Water* by Mari C. Schuh.

Lesson 4 - Exercise is Good for Me...and You!

- Featured Book (Narrative): *Wally Exercises* by Steve Ettinger.
- Secondary Book (Informational): *Good Sports...Rhymes About Running, Jumping, Throwing, and More* by Jack Prelutsky.

Lesson 5 - Keeping Food Safe is Good for Me...and You!

- Featured Book (Informational): *Food Safety* by Sally Lee.
- Secondary Book (Narrative): *Germs Make Me Sick!* by Melvin Berger.

Other Books with Additional Lesson Content

Oftentimes, teachers or students may be interested in reading more on the lesson content. For those occasions, following is a brief list of additional *narrative* and *informational* books that support the lesson content of *Good for Me...and You!*.

Please note, these books are only supplemental and for additional reading and should not be used to replace the featured book of the lesson.

Lesson 1 - Eating Healthy is Good for Me...and You!

- Narrative Book: *D.W. the Picky Eater* by Marc Brown.
- Informational Book: *What Should I Put on My Plate?* by Cathy Torrisi.

Lesson 2 - Breakfast is Good for Me...and You!

- Narrative Book: *George Washington's Breakfast* by Jean Fritz and Tomie de Paola.
- Informational Book: *What's on Your Plate?* by Lola M. Schaefer.

Lesson 3 - Healthy Snacks and Beverages are Good for Me...and You!

- Narrative Book: *Finn Cooks Snacks* by Birte Muller.
- Informational Book: *Healthy Snacks on MyPlate* by Mari C. Schuh.

Lesson 4 - Exercise is Good for Me...and You!

- Narrative Book: *Tumble Bunnies* by Kathryn Lasky.
- Informational Book: *Staying Healthy: Let's Exercise* by Alice McGinty.

Lesson 5 - Keeping Food Safe is Good for Me...and You!

- Narrative Book: *Let Me Tell You How Dad Got Sick* download at www.fsis.usda.gov
- Informational Book: *Food Safety* by Christine Taylor-Butler.

All Lessons - Classroom Tasting Activity

- *Tastes Good!* by Sally Hewitt is a book that could be read in conjunction with the Classroom Tasting Activity found in each lesson.

Disclaimer: We recognize that the title of this curriculum, *Good for Me...and You!*, is not grammatically correct; however, we are following the title of featured book in lesson 1 *Good for Me and You* by acclaimed children's author, Mercier Mayer. The lessons all emphasize students adopting a healthy habit (*me*) and then sharing their new habit with family or friends (*you*).



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