

	Lesson Plans for Nestle Collection
	Health and Safety (Level 1, PreK-2)
	Reading Is Fundamental
	Books Supported: <ul style="list-style-type: none"> • <i>Dinosaurs Alive and Well: A Guide to Good Health</i> by Laurie Krasny Brown and Marc Brown • <i>Sleep is for Everyone</i> by Paul Showers • <i>How Do Dinosaurs Get Well Soon?</i> by Jane Yolen and Mark Teague • <i>No Dragons for Tea: Fire Safety for Kids (And Dragons)</i> by Jean E. Pendziwol

INTRODUCTION

This collection focuses on best practices for overall health and safety. The books supported help children think about what they can do in their daily lives to stay healthy and safe. This lesson plan will provide general information for the collection and then book-specific information below.

Here are some examples of classroom activities to support students' learning:

- Create a word wall of vocabulary from the unit. For pre-readers, include pictures that can be easily detached from and reattached to the wall. As you review vocabulary, ask students to help you match the pictures with the words.
- Set up a "Health and Safety Literacy Center" in your classroom. Include books from this collection, other books about health and safety, and posters and fact sheets about wellness and safety practices for children from your local pediatrician or school nurse and/or the American Academy of Pediatrics and the CDC.
- Make sleep logs that give students the opportunity to track how much they sleep each night. Do they have a standard bedtime and wake time? Are they sleeping the recommended 10-12 hours each day for school-aged children? (This may also help you identify which students may be tired and need extra support.)
- Provide younger students with mirrors and play clay for making "mood faces." Students can make a face in the mirror and then make the same face in play clay (mad, sad, happy, etc.)
- Help students make fire safety plans including what to do if there is a fire at home or at school and lists of potentially hot items not to touch.
- Invite community helpers such as doctors and firefighters to visit your class to talk about what children can do to stay healthy and safe.

Materials List

- sentence strips
- posters and fact sheets
- paper
- mirrors
- play clay

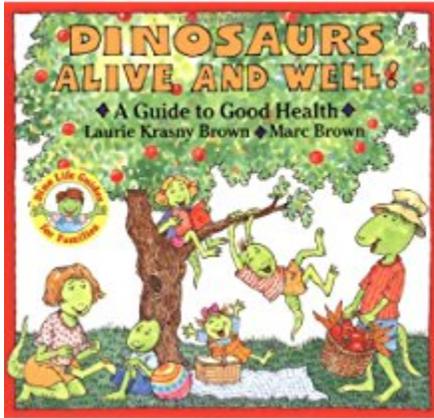
General Objectives for Health and Safety Lessons

Students will:

- understand vocabulary from the unit
- understand basic health and safety practices
- know and follow guidelines to help them "get well soon" if they are sick
- understand how much sleep they need and describe how sleep helps our bodies
- understand and follow rules for fire safety
- understand and follow good health rules

BOOK-SPECIFIC LESSON PLAN 1

Using *Dinosaurs Alive and Well! A Guide to Good Health* by Laurie Krasny Brown and Marc Brown with the Health and Safety Level I Lesson Plan



Dinosaurs Alive and Well! A Guide to Good Health by Laurie Krasny Brown and Marc Brown (Little, Brown, 1990, 2009) is an informational book that uses a comic book format and illustrated dinosaurs to teach children about health and wellness practices.

Objectives

Students will:

- use a table of contents to locate information in the book
- identify the main topic
- identify the author's purpose
- retell key details
- understand and apply wellness practices in their lives

CCSS Alignment

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading: Introduce the book to students by looking at the title page and table of contents together. Discuss how to use a table of contents to locate information in a book.

Reading: Make the book available in the literacy center for students to read to themselves.

Provide a list of questions for students to answer as they read.

What does it mean to take care of yourself? (looking out for your body, your mind, and your spirit)

How many vitamins does your body need? (13)

What are two important minerals? (calcium and iron)

What is the main purpose of clothes? (to protect your body)

What keeps you energetic, strong, and flexible? (exercise)

What are some healthy ways to deal with tough feelings? (let them out, share them, ask for help)

What are some healthy ways to deal with worry? (exercise, breathe deeply, relax your muscles, deal with what's worrying you)

Friends like each other _____. (just the way they are)

If you feel sick, what are some things you can do to feel better? (take medicine, get extra rest, drink plenty of fluids)

Whom should you take medicine from? (parents or other trusted grown-ups)

Give some examples of adults who can help you. (see page 29)

How much sleep do growing children need? (10-12 hours a night)

Post-Reading:

Post-reading Comprehension Questions:

Go over the answers to the questions students answered while reading.

What is the main topic of this book? (being well and healthy)

How can we search for information in this book? (use the table of contents)

What is the author's purpose for writing? (to explain how we can stay well and healthy)

Class Activity: Have each child make a goal chart, including at least five wellness goals. These might include getting 10-12 hours of sleep, dressing appropriately for the weather, exercising, eating well, and any other wellness practices from the book. Have children chart their good habits for one week, giving themselves a star or sticker for each day they complete a goal.

ABOUT THIS TITLE
Lexile: AD540L
Interest Level: 5-8 years
Reading Level: PreK-3
Themes Informational Text, Health and Safety, Wellness, Exercise, Mental Health, Friendship, Sleep, Clothes, Everyday Choices, Nutrition

Word List:**Category Vocabulary:**

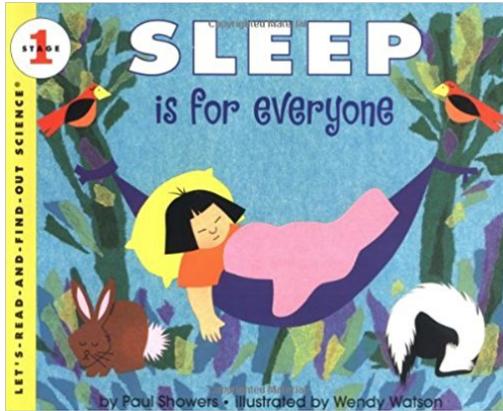
Medicine	A substance you take to make you feel better when you are sick
Sleep	A time when part of your brain takes a rest

Book-Specific Vocabulary:

Calories	The energy in food
Vitamins	Elements in food that do special jobs for your body
Minerals	Elements in food that help keep you going
Calcium	A mineral that builds strong bones and teeth
Iron	A mineral that keeps you from feeling tired
Fiber	The "rough stuff" in food that helps you digest what you eat
Breakfast	The first and most important meal of the day
Sunscreen	A substance you put on your skin to keep from getting sunburned
Exercise	Physical activity
Daydream	Time to relax your mind and not think about anything in particular
Relax	To rest and unwind

BOOK-SPECIFIC LESSON PLAN 2

Using *Sleep is for Everyone* by Paul Showers with the Health and Safety Level I Lesson Plan



Sleep is for Everyone by Paul Showers (HarperTrophy, 1972) explains the concept of sleep in a way that is accessible to young children. The book reinforces the idea that everyone (animals, babies, children, and grown-ups) needs sleep and discusses the function of sleep.

Objectives

Students will:

- identify the main topic
- retell key details
- understand why sleep is important
- understand key vocabulary
- describe what happens when we don't get enough sleep

CCSS Alignment

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and identify the role of each in presenting the ideas or information in a text.

RI.K.7 with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

NGSS Alignment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Pre-Reading: Look at the front cover and title page and read the title. Read the author's and illustrator's names and discuss how each contributed to the book.

Ask, "What are the animals and the child doing?" Turn to the back cover and read the summary of the book.

Reading: Read the book aloud to your students, noting how the illustrations enhance the ideas expressed in the text.

Provide students with a list of question to think about as you read.

How much does a little baby sleep? (most of the time)

How much sleep does a two-year-old need? (twelve hours, plus a nap)

How much sleep do schoolchildren need? (ten to twelve hours)

How much sleep do grown-ups need? (seven to eight hours)

Why do people need sleep? (Scientists don't know exactly, but they know we need it to be healthy and feel good.)

What is the special kind of thinking your brain does while you are asleep? (dreaming)

Post-Reading:

Post-Reading Comprehension Questions

What is the main topic of this book? (sleep)

What happens when people don't get enough sleep? (They get tired and cranky. They make mistakes.)

What is one way we show we're sleepy? (yawning)

Class Activity: Make a list of what helps students sleep better. Answers might include reading a story, listening to music, sleeping with a stuffed friend, etc.

ABOUT THIS TITLE
Lexile: AD480L
Interest Level: 4-8 years
Reading Level: PreK-3
Themes Informational Text, Health and Safety, Wellness, Sleep, Mental Health

Word List:**Category Vocabulary:**

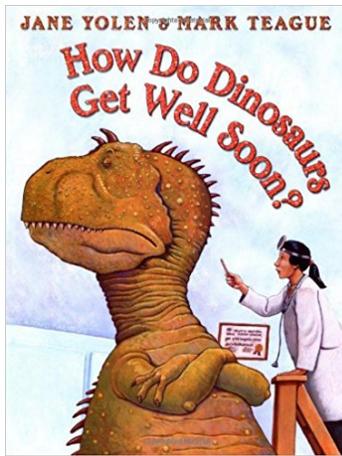
Medicine	A substance you take to make you feel better when you are sick
Sleep	A time when part of your brain takes a rest

Book-Specific Vocabulary

Nap	A shorter period of sleep during the day
Rest	To take a break from working or playing
Brain	Parts of this rest during sleep
Dreaming	The special kind of thinking your body does while you are asleep
Scientist	A person who studies nature, including humans
Yawn	You do this when you are sleepy

BOOK-SPECIFIC LESSON PLAN 3

Using *How Do Dinosaurs Get Well Soon?* by Jane Yolen with the Health and Safety Level I Lesson Plan



How Do Dinosaurs Get Well Soon? by Jane Yolen (Scholastic-Blue Sky, 2003) is a humorous rhyming book with simple text and expressive illustrations. It gently nudges children toward good practices for recovering from illness by contrasting negative behaviors with positive ones.

Objectives

Students will:

- understand positive behaviors for recovery from minor illness and injury
- understand key vocabulary
- understand and give examples of how the text and illustrations work together to tell the story.

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-Reading Activities: Look at the front cover and read the title. Ask, "How is the dinosaur feeling? How do you know?" (stubborn, arms are crossed and head is turned away)

Turn to the back cover and read the blurb. Ask, "How is this dinosaur feeling? How do you know?" (sick, tired, eyelids are drooping, shoulders are slumped, has tissues and a thermometer)

Turn to the title page and read the author's and illustrator's names. Check to make sure children know that the author writes the words and the illustrator creates the pictures.

Reading: Read the book aloud to students, making sure they have ample time to examine each picture before moving on. Use your tone of voice to emphasize the point where the narrative shifts from negative to positive behaviors.

Provide students with a list of questions to think about as you read:

What are some things the dinosaurs do that will not help them feel better? (drop tissues everywhere, refuse to take medicine, dump out juice, wail, refuse to go to or listen to the doctor)

What are some things the dinosaurs do that will help them feel better? (drink juice, get rest, listen to the doctor, take medicine)

Post-Reading:

Post-Reading Comprehension Questions:

How did the dinosaurs who were behaving badly feel? How do you know? (This is a good opportunity to model empathy and social-emotional skills. Students' answers to this question will vary, but should include the use of words from the text that indicate feelings and should also include examples from the illustrations.)

How did the dinosaurs who were behaving nicely feel? How do you know? (This is a good opportunity to model empathy and social-emotional skills. Students' answers to this question will vary, but should include the use of words from the text that indicate feelings and should also include examples from the illustrations.)

What can we do to feel better when we are sick? (drink fluids, get rest, listen to the doctor, take medicine)

Class Activity: Let students choose pictures of dinosaurs to color. Include space on the sheet for them to answer the question "How do dinosaurs get well soon?"

ABOUT THIS TITLE
Lexile: 230L
Interest Level: 4-8 years
Reading Level: PreK-3
Themes Literary Text, Rhyming Text, Health and Safety, Doctors, Illness, Medicine, Dinosaurs, School, Home

Word List:**Category Vocabulary:**

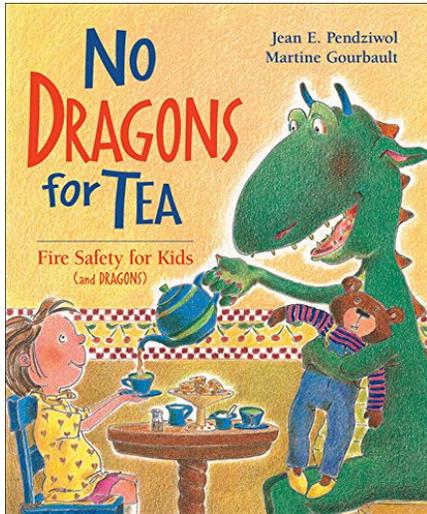
Medicine	A substance you take to make you feel better when you are sick
Sleep	A time when part of your brain takes a rest

Book-Specific Vocabulary:

Nurse	The healthcare worker who will take care of you if you get sick at school
Flu	An illness that causes achiness, tiredness, and cold symptoms
Tissues	What you use to blow your nose
Juice	A liquid that is good to drink when you are sick
Doctor	The healthcare worker you may visit if you are sick
Pills	Sometimes medicine comes in this form
Rest	To take a break from working or playing

BOOK-SPECIFIC LESSON PLAN 4

Using *No Dragons for Tea: Fire Safety for Kids (and Dragons)* by Jean E. Pendziwol with the Health and Safety Level I Lesson Plan



No Dragons for Tea by Jean E. Pendziwol (Kids Can Press, 1999) is a rhyming text that teaches fire safety. When a little girl invites a dragon for tea at her house, he sneezes and the curtains catch fire, necessitating a quick exit from the house and a call to the fire department.

Objectives

Students will:

- demonstrate understanding of the rules for fire safety
- make connections between the text and illustrations, especially those that involve rules for fire safety
- understand key vocabulary
- make connections between characters, settings, and major events

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-Reading Activities: Look at the cover together. Read the title and the author's and illustrator's names aloud. Wonder with students why it would be a bad idea to invite a dragon to tea if you're concerned about fire safety.

Reading: Read the book aloud to your class, modeling fluency and expression as you read. Draw students' attention to the illustrations in which the little girl and her mom are practicing good fire safety rules.

Provide students with a list of questions to think about as you read.

How does the girl meet the dragon? (She runs into him with her little red wagon.)

How does the fire start? (The dragon sneezes and flames shoot out of his mouth and nose.)

What does the smoke alarm mean? ("Get out fast!")

Why does the girl crawl out of the house? (to stay under the smoke)

Why does the dragon hide? Why shouldn't he do that? (He's scared, but he should get out of the house, not hide.)

Why does the dragon try to go back in the house? Why shouldn't he do that? (He wants his bear, but once you are outside, you should stay outside.)

How does Mom contact the fire department? (She borrows the neighbor's phone and gives them the full street address.)

Post-Reading:

Post-Reading Comprehension Questions:

Who is telling this story? (the little girl)

What lesson does the book teach? (how to be safe in the event of a fire)

What does the little girl do when the fire starts? (She follows fire safety rules, including leaving immediately, crawling out, and going to a meeting place in the yard.)

What does the dragon do when the fire starts? (He does dangerous things, like hiding under a rug and trying to go back inside.)

What does the mom do after everyone is outside? (She borrows the neighbor's phone and calls the fire department.)

Who puts out the fire and check to make sure everything is safe? (the firefighters)

Why does the little girl decide not to have the dragon over for tea again? (He might set the house on fire again.)

Class Activity: Make sure all of your students understand fire safety rules and have a plan for what to do in case of a fire at home or at school. Make a list of fire safety rules from the book. Help students make emergency cards with your area's emergency phone numbers and their own names and addresses. Using a pretend phone, let them practice calling. If possible, invite a fire prevention officer to talk to your class about what to do and what to expect when the firefighters arrive.

ABOUT THIS TITLE
Lexile: 430L
Interest Level: 4-8 years
Reading Level: PreK-3
Themes
Literary Text, Rhyming Text, Health and Safety, Dragons, Fire Safety

Word List:**Category Vocabulary:**

Medicine	A substance you take to make you feel better when you are sick
Sleep	A time when part of your brain takes a rest

Book-Specific Vocabulary:

Dragon	An imaginary animal that shoots flames from its mouth and nose
Flames	The hot part of the fire that spreads
Smoke alarm	The machine that makes a loud beeping sound when it detects smoke or intense heat
Smoke	The black fumes flames put into the air
Fire truck	The large red engine that a fire crew rides in. It has hoses, ladders, and other equipment for fighting fires.
Fire Crew	The people who fight fires
Fire chief	The person in charge of a fire crew