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# Growing Up Reading

Nutrition, Health, and Wellness Resource Guide



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# Growing Up Reading

Nutrition, Health, and  
Wellness Resource Guide

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# Introduction

Reading Is Fundamental and Nestlé welcome you to the engaging stories and literacy activities in this Nutrition, Health, and Wellness Resource Guide. This guide will help you and the children in your life build upon the many wonderful stories contained in your book collection.

## Why Create a Nutrition, Health, and Wellness Resource Guide?

The books in this set were selected to reflect some of the many aspects of health and wellness: Our Bodies; Nutrition; Exercise; Dentists, Doctors, and Illnesses; and Staying Healthy, Staying Clean. Within each section, you'll find reading lists and fun activities to extend many of the concepts explored in the books.

## Why Conduct Motivational Activities?

Stories are a great source of information. Enhancing the stories with motivational activities enables children to develop their own feelings and thoughts about what they heard or read, excites their interest in reading, and helps them associate books and reading with positive, fun experiences.

## What are the Elements of the Resource Guide?

Each section of this guide contains:

- Suggested motivational activities
- Annotated booklists
- Story builders—additional quick activities to motivate readers

## Who Should Use the Nutrition, Health, and Wellness Collection?

Teachers, childcare providers, and parents can use these resources in classrooms, community centers, or at home. Parents can also extend the stories with home-based projects and field trips. Most of the suggested activities can be adapted to a broad range of ages.

### TIPS FOR READING ALOUD

Each activity section of the guide includes a motivational activity. Helpful hints or story builders are also provided to conduct a successful read-aloud.

#### Before You Read a Story...

- Give a short overview of the story.
- If you are continuing to read from a previous day, review what you read the day before, and discuss what might happen next.
- Take turns reading aloud; for example, you and your child can each read a page.

#### During a Story...

- Defer questions until after you finish reading, if possible. This helps children get fully engaged in listening to the story.
- Summarize or adapt parts of the story that might be above the children's level of understanding.
- Ask children to imagine what they might do in a situation similar to that faced by a character.
- Stop reading at a suspenseful point in the book. This encourages the children to get excited for the next day's read-aloud.
- Relate the book you are reading to one you've read before.

#### After You Read a Story...

- Provide materials and activities that let the children expand their understanding of a character, event, or situation.
- Talk about what you have read. Books often evoke strong feelings that should be shared. Offer your reactions and invite the children to do the same.



# Our Bodies

## MOTIVATIONAL ACTIVITY

### TITLE

Color Challenge

### DURATION

15 minutes

### GOAL

Students will learn how their brains receive and process information

### MATERIALS

- Large flashcards
- Different colored markers

### INSTRUCTIONS

- 1.) Create a series of large flashcards with the names of various colors written on them. Use an incorrect color of ink for each flashcard (for example, write “RED” using blue ink and “GREEN” using orange ink).
- 2.) Explain to the children that it’s important to challenge their brains each day, whether it is reading a book or having fun with brain teasers. Tell them that today they will play the Color Challenge game where they will need to call out the color written on the card, not the word (for example, they should shout “BLUE” for a color written in blue ink, even if the word is printed as “RED”).
- 3.) Play several rounds of the game, encouraging the group to respond as quickly as they can to each card.



- 4.) After the game has concluded, explain that the activity was difficult because their brain was receiving mixed signals about the color written on the card. Discuss that our brains rely on our senses—in this case, vision—to process information, and that in this instance the information conflicted.

# Inside the Human Body

## Cuts, Scrapes, Scabs, and Scars

by Alvin Silverstein, Virginia Silverstein, and  
Laura Silverstein Nunn

## The Magic School Bus Has a Heart

by Anne Capeci

## The Magic School Bus: Inside the Human Body

by Joanna Cole and Bruce Degen

## Muscles: Our Muscular System

by Seymour Simon

## The Circulatory System

by Christine Taylor-Butler

## The Digestive System

by Christine Taylor-Butler

## The Heart: Our Circulatory System

by Seymour Simon

## Guts: Our Digestive System

by Seymour Simon

## Parts

by Tedd Arnold

## STORY BUILDERS

- Discuss how the children's hearts beat at different speeds depending upon their activity level. Ask children to make a list of activities that change their heart rate, such as sleeping, running, sitting, or jumping. Teach them how to take their pulse, and then instruct them to keep a heart rate journal where they can record their pulse after engaging in different activities.
- Have children pair up and draw outlines of themselves on large pieces of butcher paper. After describing the placement of different internal organs, such as the stomach, lungs, heart, and brain, have children draw the organs in their proper places. Extend the activity by discussing the function of each organ.

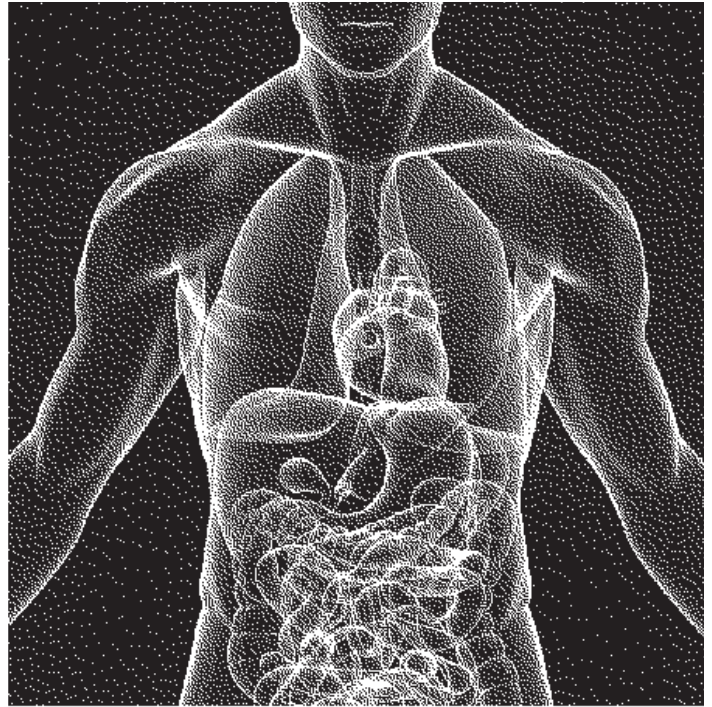
## Our Senses and Reflexes

### What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?

by Jean Stangl

### The Ear Book

by Al Perkins



### Eyes, Nose, Fingers, and Toes: A First Book All About You

by Judy Hindley

### My Five Senses

by Alike

### Why I Sneeze, Shiver, Hiccup and Yawn

by Melvin Berger

## STORY BUILDERS

- Allow children to try a variety of foods while blindfolded and ask them to guess what they are tasting. Record their guesses on a large piece of chart paper. Discuss how different senses are used when eating, such as tasting flavors and smelling aromas.
- Did you know that there are seven different fingerprint patterns? Let children stamp their fingerprints onto a small index card. Have them share their cards with classmates and ask them to observe how they are all unique. Discuss how scientists disagree about the purpose of fingerprints, with some arguing that they help us grip objects while others believe they improve our sense of touch.
- Take the group of children on a "sound walk." Explore a nearby park, walk around the school, or just head down the street as you instruct children to listen carefully for all of the sounds around them. As you walk, ask them to describe what they hear. Write down their responses and discuss them after you return to the classroom.

## MOTIVATIONAL ACTIVITY

### TITLE

Food Pyramid Collage

### DURATION

Approximately 30 minutes

### GOAL

Children will learn about the five food groups by exploring the USDA MyPlate illustration.

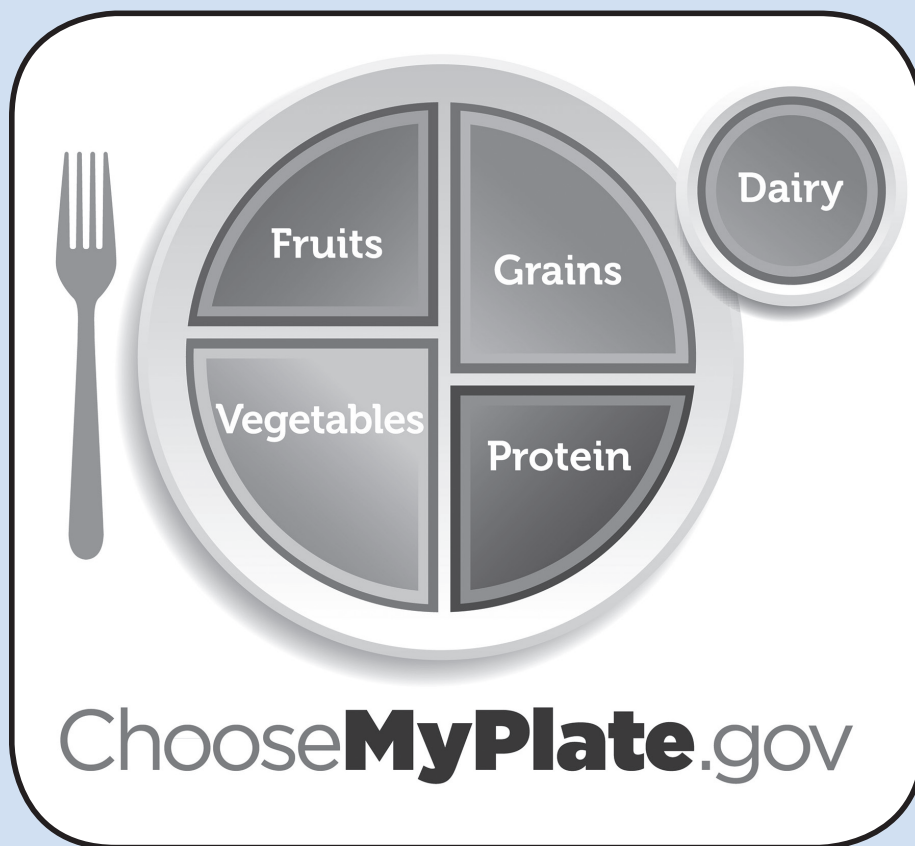
[ChooseMyPlate.gov](http://ChooseMyPlate.gov)

### MATERIALS

- Magazines with food images
- Paper, pencils, crayons
- Sticky tack or tape
- Scissors
- Two large pieces of chart paper

### INSTRUCTIONS

- 1.) Divide a large piece of paper into 5 sections: grains, fruits, vegetables, proteins and dairy. On another piece, draw a large plate.
- 2.) Ask students to spend a few moments cutting out different images of food from the magazines you've provided.
- 3.) Using sticky tack or tape, have the children place their images onto the correct food sections of the chart.
- 4.) After each member of the group has had a chance to contribute, look at everyone's selections and discuss which sections have the most and least foods represented. How does this illustrate the food likes and dislikes of the group?
- 5.) Encourage children to create a healthy meal using the images by transferring them onto the drawing of the large dinner plate.







## Nutritional Facts

### Weird But True Food: 300 Bite Sized Facts

by National Geographic

### DW The Picky Eater

by Marc Brown

### Food and Nutrition for Every Kid

by Janice VanCleave

### Eat Your Vegetables! Drink your Milk!

by Alvin Silverstein, Virginia Silverstein,  
and Laura Silverstein Nunn

## STORY BUILDERS

- Ask children to bring in a clean box, wrapper, or can from something they ate recently. Ask them to write the type of food it is, such as cereal, fruit, etc.; where it was produced; and its first three ingredients. Explain to the children that ingredients are listed in order of quantity, and that the food contains much more of the first ingredient on the label than the last one.
- Gather several fruits and vegetables and hold a tasting event. Once children have had an opportunity to taste everything, ask them to categorize each fruit or vegetable as sweet, sour, bitter, juicy, crunchy, etc. Tell them that many of the items might fit into multiple categories.
- To build health awareness, encourage children to keep a daily journal of what they eat. After a week, children should bring in their journals. A few students can volunteer to discuss what they ate and the class can talk about what food groups some of the items fit into.

## Cooking Healthy

### How Did That Get In My Lunchbox?

by Chris Butterworth

### Lola Plants a Garden

by Anna McQuinn

### Why Should I Eat Well?

by Claire Llewellyn

### You Are What You Eat

by Sharon Gordon

### Eat Healthy, Feel Great

by William Sears, M.D., Martha Sears, R.N.,  
and Christie Watts Kelly

### Growing Vegetable Soup

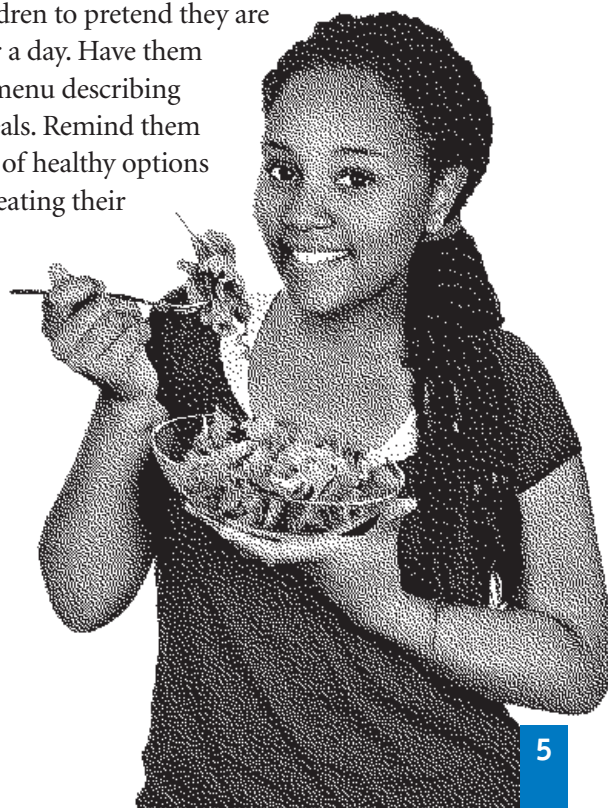
by Lois Ehlert

### Good Enough to Eat: A Kid's Guide to Food and Nutrition

by Lizzy Rockwell

## STORY BUILDERS

- Have a spice parade. Ask students to bring in different spices from home. Create a chart with small samples of the spices and identify the origin of each. This is a great way to talk about flavors and foods from around the world.
- Have children talk about the different foods their families cook to celebrate special events, such as holidays, birthdays, and more.
- Ask children to pretend they are chefs for a day. Have them write a menu describing their meals. Remind them to think of healthy options when creating their meals.



# Exercise

## MOTIVATIONAL ACTIVITY

### TITLE

Staying Fit

### DURATION

30 minutes

### GOAL

Children will develop an exercise plan that they can easily do each day

### MATERIALS

- Paper
- Pencil

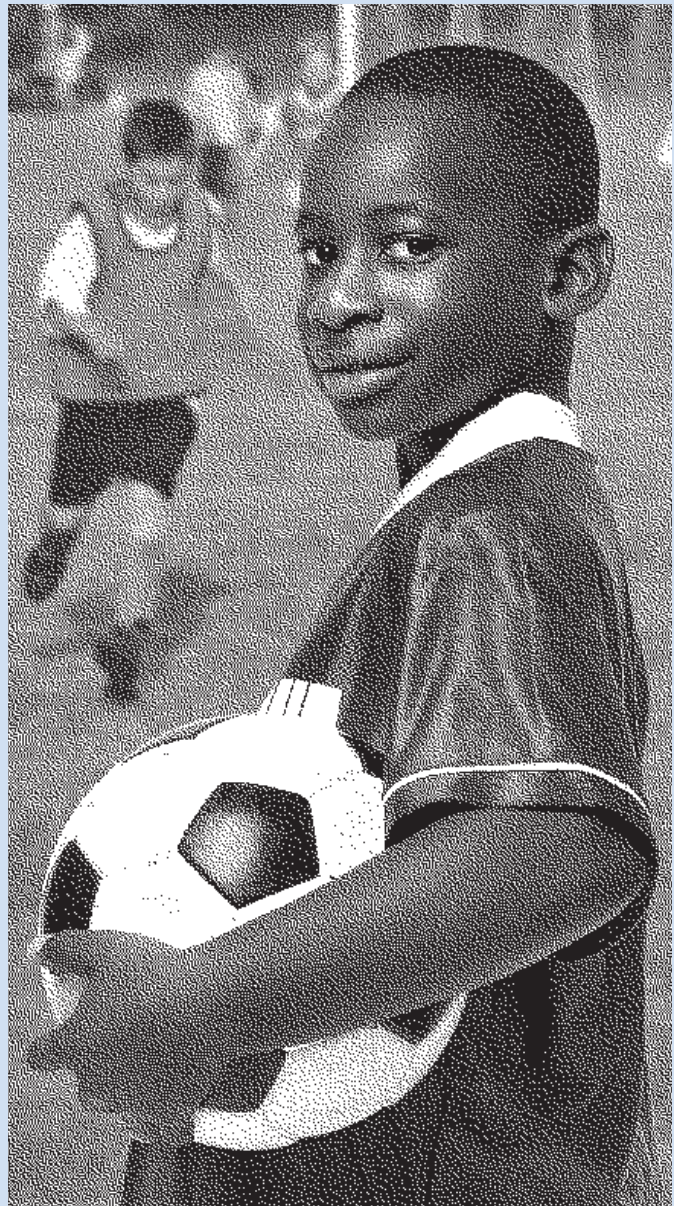
### INSTRUCTIONS

1.) Explain to the group that exercise is necessary to keep our bodies healthy and strong. Discuss that exercise can take many forms and can be incorporated into numerous daily activities.

2.) Divide the class into groups of three or four students. Ask children to come up with a few ways that they can include physical activity in their day-to-day routine. Offer a few examples, such as taking the stairs at the mall or doing jumping jacks while watching TV.

3.) Post the students' ideas around the room. Encourage the class to walk around and read everyone's suggestions.

4.) After they've read each group's posting, have students return to their desks and create their own exercise plan using a few of their classmates' ideas. Ask students to commit to using their plan several times a week.



5.) In a few weeks, ask the students if they are still using their exercise plan. If many have stopped exercising, encourage them to come up with new ways to stay fit.



# The Importance of Sleep

## Get Some Rest!

by Angela Royston

## Sleep is for Everyone

by Paul Showers

## STORY BUILDERS

- While many children might know that bears hibernate in winter or that owls are nocturnal, there's a good chance that they won't know about the unusual sleep habits of the giraffe. This tall native of Africa sleeps only half an hour a day! Use the handout (located on page 12) to explore the sleep needs of other animals, and challenge kids to research sleep throughout the animal kingdom.

### Handout Answer Key:

Dolphin	3.
Leopards	4.
Killer Whale	6.
Bats	1.
Rattlesnake	7.
Queen Ant	8.
Swainson's Thrush	2.
Penguins	5.

- Dreams are an important part of sleep. Have children keep a journal by their bed and record their dreams each morning. Ask them to think about what their dreams mean and share with them a few poems about the subject, such as Shel Silverstein's *Crazy Dream* or Robert Louis Stevenson's *The Land of Nod*. Explain how dreams appear frequently in stories, poems, and songs, and encourage children to use one of their dreams as an inspiration for their own writing.



# Fitness

## Oh, The Things You Can Do That Are Good For You

by Tish Rabe

## Exercise

by Sharon Gordon

## Get Some Exercise!

by Angela Royston

## Good Sports: Rhymes about Running, Jumping, Throwing, and More

by Jack Prelutsky

## The Busy Body Book: A Kid's Guide to Fitness

by Lizzy Rockwell

## From Head to Toe

by Eric Carle

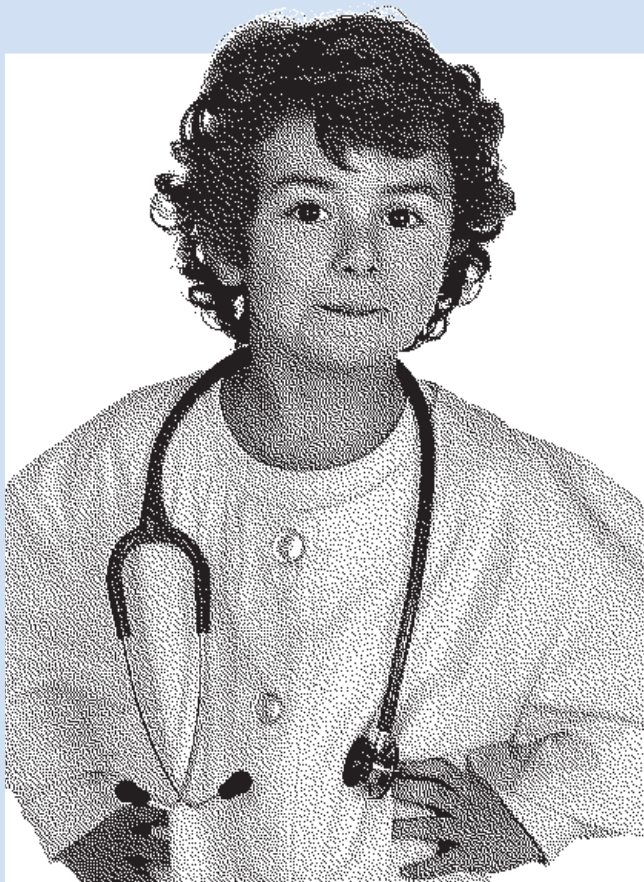
## STORY BUILDERS

- Inform children that exercise can take many forms, from participating in a yoga class to playing active games. To demonstrate, play Musical Chairs. Afterward, discuss other fun games that will get their bodies moving, such as Leapfrog; Duck, Duck, Goose; and Red Rover.
- Ask children to think about the sports they play in different seasons, such as basketball in the winter and diving in the summer. Make a list of the activities mentioned, and then challenge everyone to combine elements of different sports to invent a new activity for winter and one for summer. Have the class write the game's rules and then play it (if possible).
- Create a list of unfamiliar active verbs, such as perambulate, gambol, lob, or saunter. Discuss what the words mean and ask students to feature them in a brief story. Have a few volunteers read their stories aloud. As they listen, students can act out the featured verbs.



# Dentists, Doctors, and Illnesses

## MOTIVATIONAL ACTIVITY



### TITLE

Dr. Detective

### DURATION

30 minutes

### GOAL

Children will learn how doctors investigate and diagnose illnesses

### MATERIALS

None

### INSTRUCTIONS

- 1.) Explain to the children that in many ways, doctors are like detectives—they must look for clues and ask lots of questions in order to discover what is wrong. In this role playing activity, students will speak with a “patient” about his or her ailment in hopes of diagnosing an illness.
- 2.) Ask for a volunteer to act as the patient and assign him or her a common sickness. Spend a few minutes with the volunteer to discuss the illness. Describe what is wrong and what the symptoms are. For example, if the patient has a cold, tell the volunteer the symptoms include a runny nose, cough, a stuffy head, and achy muscles. Do not let the rest of the class hear your conversation.
- 3.) After the patient understands the illness, encourage the class to act as doctors and ask simple questions about the patient’s health. A few sample questions include: Did you do anything to injure yourself? Does your throat hurt? Have you lost your appetite? Act as a go-between for the doctors and patient, suggesting questions and helping with answers along the way.
- 4.) When the doctors have had a chance to ask the patient several questions, ask if they are ready to offer a diagnosis.
- 5.) Whether or not their conclusion is correct, let them know that identifying what is wrong with a patient can be very difficult. Explain that it is always important to be as open and as honest with doctors as possible, as this is extremely important in understanding what makes someone sick.



# Dentists and Teeth

## **Brush Your Teeth, Please**

*by Leslie McGuire*

## **Throw Your Tooth on the Roof: Tooth Traditions from Around the World**

*by Selby B. Beeler*

## **Going to the Dentist**

*by Helen Frost*

## **Open Wide: Tooth School Inside**

*by Laurie Keller*

## **Arthur's Tooth**

*by Marc Brown*

## **The Tooth Book: A Guide to Healthy Teeth and Gums**

*by Edward Miller*

## STORY BUILDERS

- To demonstrate to children the importance of brushing their teeth each day, perform this simple experiment. Take two hardboiled eggs and place one in a glass of water and one in a glass of cola. Ask children what they think will happen; will the eggs remain white? The next day, remove the eggs from the water and cola and show them to the group. The egg from the glass of water will be white, while the egg from the cola glass will have turned brown. Now take a toothbrush and gently brush the cola-colored egg. After a few seconds of brushing, the egg's brown film will be removed. Discuss with the group that the egg is much like our tooth enamel and that if we don't carefully brush each day, our teeth will become dirty.
- Dentists recommend that we brush for two minutes at least twice a day. To help children understand how long this is, play a selection of songs that are two minutes in length. Encourage kids to write their own two-minute songs that they can hum while they brush their teeth each day.

# Doctors and More

## **Bugs In My Hair**

*by Catherine Stier*

## **How Do Dinosaurs Get Well Soon?**

*by Jane Yolen and Mark Teague*

## **A Bad Case of Stripes**

*by David Shannon*

## STORY BUILDERS

- While most children will know what a pediatrician does, they might not be familiar with otolaryngologists (ear, nose, and throat specialists), gastroenterologists (digestive tract specialists), or many of the other lesser known areas of expertise. Using a variety of medical specialties as the answers, play a few rounds of Twenty Questions. This is a fun and easy way for students to learn about the medical profession.
- Talk to children about eyeglasses. Inform them that people wear glasses to improve their sight, and that nearsightedness and farsightedness are very common conditions that can be corrected by wearing prescription lenses. To demonstrate how glasses can alter a person's vision, have the children make their own 3-D glasses and share a few 3-D images, hundreds of which can be easily found on the Internet. See handout on page 13.

## Illnesses

### **Achoo! The Most Interesting Book You'll Ever Read About Germs**

*by Trudee Romanek*

### **Chickenpox**

*by Sharon Gordon*

### **You Can't Eat Your Chicken Pox, Amber Brown**

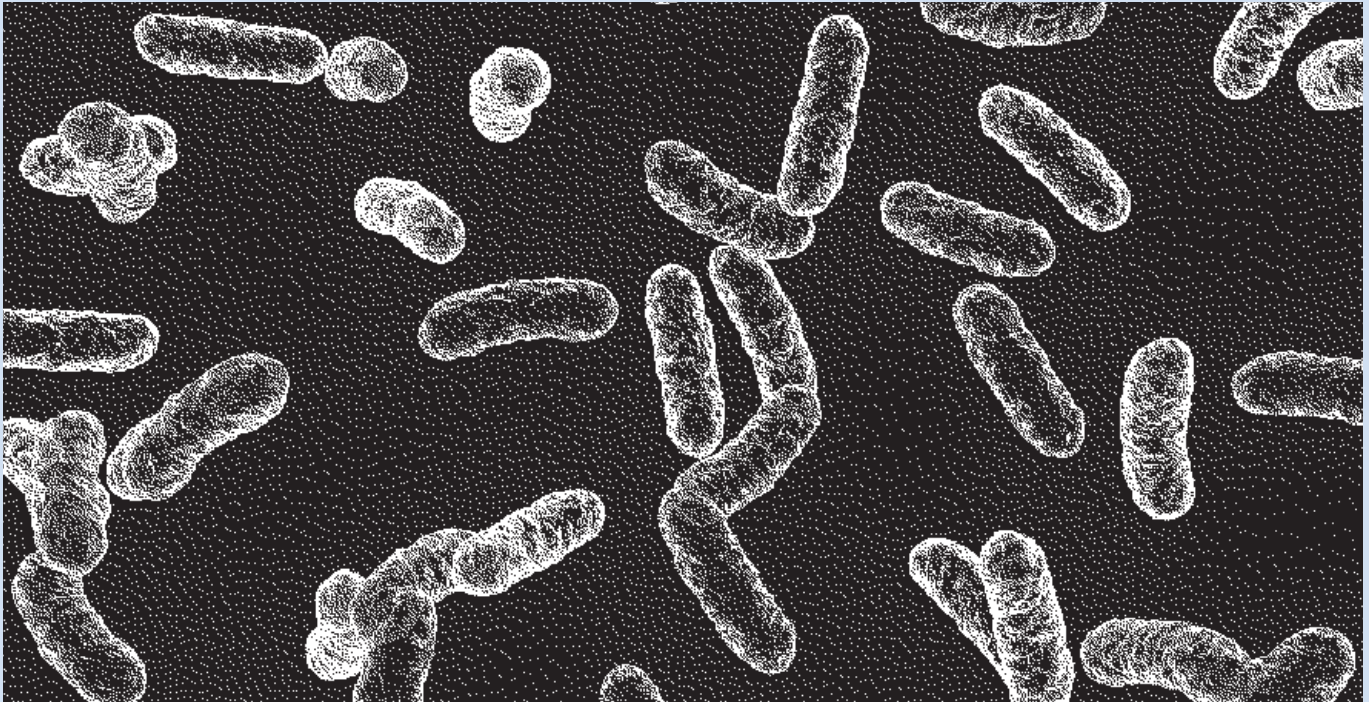
*by Paula Danziger*

## STORY BUILDERS

- Discuss the many different home remedies that help us cope with common ailments. For example, gargling with a mixture of hot water, baking soda, and salt helps soothe a sore throat. Ask children to describe what sort of remedies their families use.
- Explain to children that illnesses are caused by a variety of different organisms, two of which are viruses and bacteria. While they might be familiar with the different ways these can make us sick, there's a good chance that they've never seen a magnified version of the flu virus. Print out a few color copies of these fascinating organisms from the Internet. Encourage students to study the print-outs and then challenge them to draw their own versions.

# Staying Healthy, Staying Clean

## MOTIVATIONAL ACTIVITY



### TITLE

Good vs. Bad Bacteria

### DURATION

30 minutes

### GOAL

Children will learn about both harmful and beneficial bacteria

### MATERIALS

- Yogurt
- Swiss cheese
- Cottage cheese

### INSTRUCTIONS

- 1.) Talk to students about different types of bacteria. While most people are familiar with “bad” bacteria, which cause illnesses such as meningitis and Lyme disease, there are many different good bacteria present in our bodies and in the foods we eat. In this activity, students will learn about the beneficial—and tasty—bacteria in our food.
- 2.) Encourage the children to sample the cheeses and yogurt you’ve brought in. Ask them to talk about what they like and don’t like about each one.
- 3.) Inform children that all of the foods are made with the help of different types of bacteria. Explain that these bacteria, especially those present in many dairy products, help us keep our digestive tracts healthy.



# Staying Healthy

## Oh, The Things You Can Do That Are Good For You

by Tish Rabe

## Healthy Me: Fun Ways to Develop Good Health and Safety Habits

by Michelle O'Brien-Palmer

## Dinosaurs Alive and Well! A Guide to Good Health

by Laurie Krasny Brown and Marc Brown

## STORY BUILDERS

- Survey the group about their favorite foods. Make a list of the foods mentioned, and then discuss ways to create healthier versions of some of their choices. For example, swapping veggies for pepperoni on a pizza or eating a baked potato instead of French fries are simple ways to increase the nutritional value of favorite foods.
- One of the most important issues in staying healthy is to keep a positive and relaxed attitude. Discuss common stresses in children's lives, such as losing a soccer game or getting a bad grade, and suggest simple steps that kids can take to deal with their problems. Taking a walk, reading a book, singing a song, or taking a long bath are all easy and beneficial ways to deal with unpleasant circumstances.



## Staying Clean

### The Berenstain Bears Come Clean For School

by Jan and Mike Berenstain

### The Magic School Bus: The Giant Germ

by Anne Capeci

### Cuts, Scrapes, Scabs, and Scars

by Alvin Silverstein, Virginia Silverstein,  
and Laura Silverstein Nunn

### You Are What You Eat

by Sharon Gordon

## STORY BUILDERS

- Children easily forget to wash their hands after using the bathroom or before eating a meal. In order to help them remember, have children create a colorful hand-washing poster that they can post near their bathroom or kitchen sink. Encourage kids to make the poster as colorful as possible so they will be sure to notice it each time they need to wash up.
- In addition to keeping their hands clean, it is important for kids to wash their fruits and vegetables before eating. Bring in a variety of produce, such as broccoli, spinach, apples, and blueberries, and discuss the proper techniques for washing each type. After you've finished the demonstration, share the food with students to let them enjoy a healthy—and clean—snack.

# GOOD NIGHT, ANIMALS!

Handout for **Importance of Sleep / Story Builder**

There are many examples of unusual sleep habits throughout the animal kingdom. Match the animal on the left with its correct sleeping habit on the right by connecting the two with a line.

**DOLPHIN**

①. These nocturnal creatures sleep hanging upside down.

**LEOPARDS**

②. This bird takes hundreds of brief naps during the day.

**KILLER WHALE**

③. This ocean favorite sleeps with one eye open.

**BATS**

④. These large cats prefer to sleep on tree limbs high above the ground.

**RATTLESNAKE**

⑤. These tuxedoed creatures sleep together in a large circle while standing.

**QUEEN ANT**

⑥. This large ocean mammal does not sleep during its first month of life.

**SWAINSON'S THRUSH**

⑦. This dangerous animal with an unusual tail spends its winter hibernating in a cave.

**PENGUINS**

⑧. This "royal" insect falls asleep up to 90 times a day.

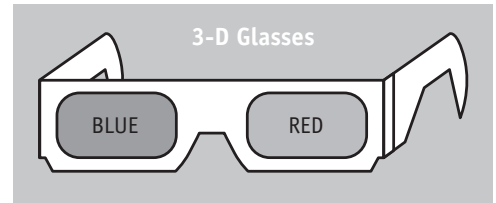


# 3 - D GLASSES TEMPLATE

Handout for **Doctors and More / Story Builder**

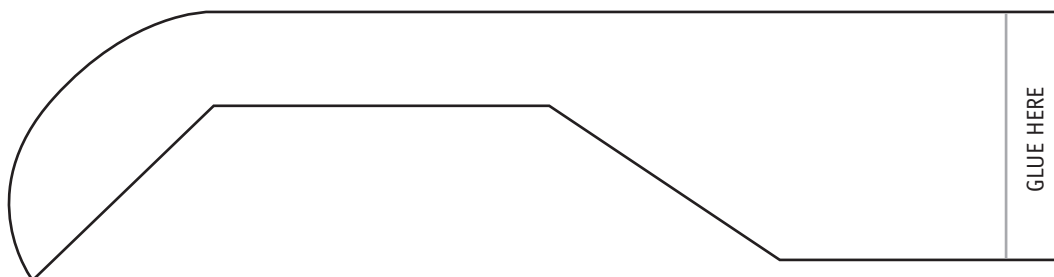
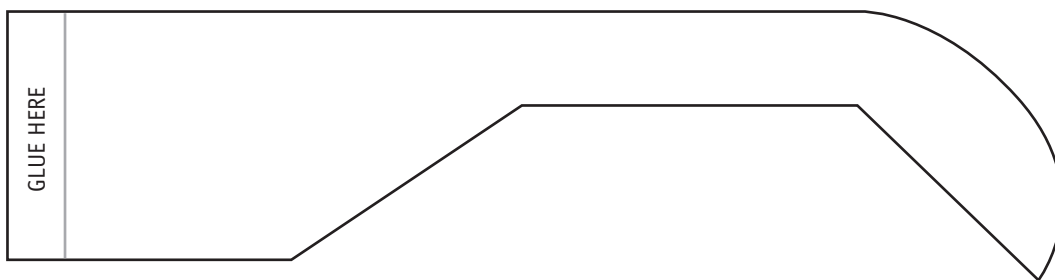
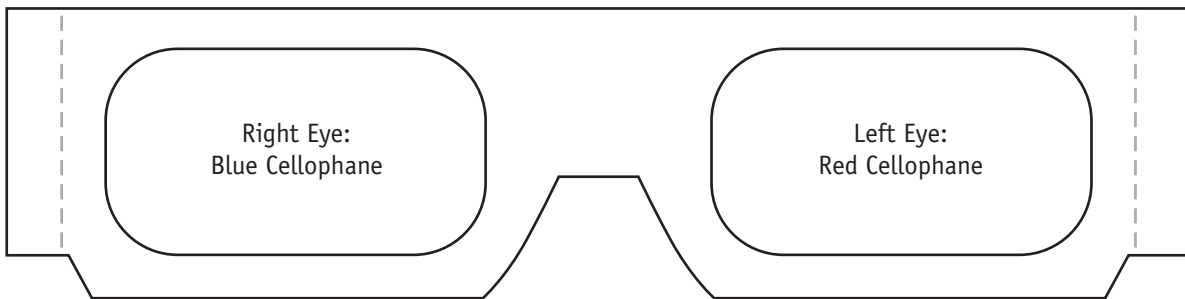
## INSTRUCTIONS:

- 1.) Print out and glue or tape this template on to a heavier piece of paper such as card stock. OR copy this handout onto card stock.
- 2.) Cut out the three templates below. Remember to cut out the eye holes.
- 3.) Glue or tape the the pieces of cellophane on to the inside of the glasses. Be careful not to get glue on the viewing area of the cellophane. (See inset diagram).
- 4.) Glue on the side panels to complete your own cool 3-D glasses.



Fold on Dotted Lines

Fold on Dotted Lines





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Reading Is Fundamental, Inc. delivers free books and literacy resources to children and families in underserved communities in the United States. By giving children the opportunity to own a book, RIF inspires them to become lifelong readers and achieve their full potential. As the nation's largest children's literacy nonprofit, RIF has placed 412 million books in the hands of more than 40 million children since it was established in 1966. To learn more and help provide books to kids who need them most, visit [RIF.org](http://RIF.org).

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