Healthy Reading Lessons

Ten one-hour lessons that use popular children’s books, taste-testing activities, and literacy skill-building strategies to link nutrition education and physical activity promotion with the development of beginning reading skills.

For Grades K-2

The Books:

1. *I'm Growing*, by Aliki
2. *Bread Bread Bread*, by Ann Morris
3. *I Will Never Not Ever Eat a Tomato*, by Lauren Child
4. *Carla’s Sandwich*, by Debbie Harter
5. *Our Community Garden*, by Barbara Pollack
7. *Yoko*, by Rosemary Wells
8. *Bicycle Book*, by Gail Gibbons
9. *Clap Your Hands*, by Lorinda Cauley
10. *Wash Your Hands*, by Tony Ross

Each lesson contains nutrition/health goals, suggestions for food-tasting activities, and a literacy skill-building activity. Some lessons include a game (Game Time!) to get kids up and moving. Conducting a one-hour lesson consists of reading a book, completing the discussion questions, and completing a food-tasting activity. The literacy-skill building activities included with each lesson will take an additional 15-30 minutes to complete.

Are you looking for more curricula that focuses on linking nutrition education with reading? If so visit the Pyramids Between the Pages Web site: [www.pbp.fcs.msue.msu.edu](http://www.pbp.fcs.msue.msu.edu).

Michigan State University Extension and the Michigan Department of Education in Partnership

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I’m Growing! by Aliki

This picture book describes how our bodies grow and change using concepts and language that young children can easily understand. The warm and appealing illustrations enhance the message.

Nutrition/Health Goals

• Identify that eating healthy foods from all of the different food groups will help you grow and learn.
• Identify that everyone grows at different times and different rates.
• Identify that it is important to eat breakfast every day.
• List five healthy foods that they can eat for breakfast.

Optional Props

• A MyPyramid for Kids poster
• A height chart or a yard stick for measuring and comparing height
• Shoes of different sizes e.g. a baby shoe and shoes of older children or adults

Focus on the Book

Tell the students: “Today we will be reading a book about how we can help our bodies grow strong and healthy. One of the most important ways we can do this is eat foods from all of the different food groups.

• Help the students read the title of the book and identify the author and illustrator.
• Point to the illustration on the front cover. Ask if anyone has ever out grown his or her favorite clothes and if so, what that meant. Ask students if they think eating healthy foods and being physically active helps them grow.
• Explain to students that eating a variety of foods and eating breakfast every day will help them to grow up healthy.
• Ask them listen to the story and to think about all the ways they are growing (legs, hair, teeth, arms, etc.) as you read the book.

After Reading

Ask the students these questions:

• **How can you tell if you are growing?** (clothes don’t fit, shoes don’t fit, weigh more, look at baby photos, bike too small)
• **What ways do we grow?** (our body, hair, teeth, fingernails) **Do we all grow at the same time or the same rate?**
  (Talk about how all children grow every day, and that some children grow faster and more quickly than others.)
• **What can you do to help your body grow?** (Play and be active, eat healthy foods, eat a variety of foods, eat breakfast, choose and eat healthy snacks.)
• **Can you name five healthy foods you like to eat?**
• **Can you name five healthy breakfast foods you like to eat?**

Why Breakfast is Important (Information for educators to share with students)

• **Breakfast starts your head.** Research shows that kids who eat breakfast do better in school, are sick less, and are absent from school less frequently.
• **Breakfast feeds your body.** After a long night without food your body needs breakfast to get you going.
• **Breakfast helps you concentrate.** It’s hard to focus on school work with an empty stomach. You need food in your stomach so that you are not distracted by feeling hungry.
• **Feeling hungry feels bad.** Eating breakfast can make you feel better.
Note to Educators/Teachers: Choose one or more of the suggested activities below depending on the time and resources you have. Read the suggested activities carefully and gather the materials you need before teaching the lesson.

Literacy Skill-Building Activity

Discuss with students the parts of an informational book: table of contents, index, and glossary. As a class write a book about why breakfast is important and what a healthy breakfast includes. Your class can even include a breakfast recipe! (Print Concepts, Vocabulary, Comprehension)

Nutrition/Taste-testing Activity

Talk to students about how it’s important to eat something for breakfast every day to stay healthy. Explain to students that it is OK to eat non-traditional breakfast foods for breakfast e.g. sandwiches, soup, leftover pizza, salad and more. Pass out the recipe (attached to this lesson plan) and ingredients and invite students to create their own Breakfast Bagel Face using foods from as many of the food groups as they can.

Breakfast Bagel Faces

1. Ask all children to wash their hands for at least 20 seconds with warm water and soap.
2. Give each student a paper plate and one-half of a bagel.
3. Allow children to spread peanut butter, refried beans, or low-fat cream cheese on their bagel so that the other toppings will stick.
4. Distribute cut up vegetables, dried fruit, shredded cheese, and nuts to students.
5. Instruct students to use at least one food from each of the main food groups to create a bagel face.
6. Encourage children to eat their bagel faces.

Supplies

- Paper plates (one per student)
- Plastic knives
- Napkins
- One-half bagel per student
- Peanut butter, refried beans, or low-fat cream cheese
- Cut up fresh and/or dried fruits, vegetables, shredded cheese, and nuts or seeds for decorating bagel faces.

Game Time! I’m Growing “Simon Says”

Ask students to spread out in scatter formation, at least an arm’s length away from each other. You, the teacher, will be “Simon.” Using the standard rules for Simon Says start by saying things such as Simon says…. crawl, stretch your arms to the sky, or walk in place (something a younger child could do). Then as you eliminate players make the physical activities progressively harder such as skipping, doing jumping jacks, hopping on one foot, patting you head and rubbing your tummy at the same time, and so on. Keep playing until there is only one student left, who will then be the next “Simon”.

Cross-Curricular Links

- **Language Arts**: Encourage students to write a creative story about the adventures of their bagel faces.
- **Social Studies**: Help students research what children from other countries eat for breakfast.
- **Math**: Partner students and help them use a measurement chart to record each others’ height. Remind students that we all grow differently and it is unacceptable to tease someone about their body.
- **Science**: Use an anatomy model to identify internal organs listed in the book.

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**Bread, Bread, Bread by Ann Morris**

Beautiful and heart-warming color photographs show different types of bread people eat and enjoy around the world. Using simple text, this book introduces children to new vocabulary words while teaching them about over 25 different kinds of bread! An index provides valuable information about each photograph, including the country where it was taken. Use this book as a springboard to invite students to share something about their family’s heritage and eating customs.

**Nutrition/Health Goals**

- Identify that bread is a healthy food that gives you energy.
- Identify that foods from the bread/grain group are often eaten for breakfast and are healthy choices.
- State that they should eat foods from the bread/grains group of MyPyramid every day.
- Try a new kind of bread (if taste-testing).

**Optional Props**

- Different kinds of bread (e.g. whole wheat, pita, flat, bagel).
- A MyPyramid poster.
- A map to show students where some of the different types of bread in the story are made and eaten. (Use the index in the book.)

**Focus on the Book**

Tell the children: **“Today we will be reading a book about bread a food that is eaten all around the world!”**

- Help the students read the title of the book and identify the author.
- Point to the photographs on the front and back covers. Ask students if they can guess what the book is going to be about.
- If you have a MyPyramid poster show students where the bread/grain group is and talk about other foods in this group. Explain to students that all the foods in the bread/grain group provide the body with energy that both kids and adults need to work and play and that in most countries people eat some type of bread every day.
- Read the book.

**After Reading (Comprehension)**

Ask the students these questions:

- *What are some of the different kinds and shapes of bread you saw in the book? Can you name any of them?*
- *Do you think the pictures were taken in America? Why or why not?*
- *The book told us why bread is good for you. What did it say? (It makes you strong. It helps you grow.)*
- *Remind students that bread is in the breads/grain group and ask them: Should you eat foods from this group every day? What other kinds of breads/grains do you like to eat?*
- *How many of you have ever made bread? What kind did you make?*
Note to Educators/Teachers: Choose one or more of the suggested activities below, depending on the time and resources you have. Read the suggested activities carefully and gather the materials you need before teaching the lesson. Don’t forget the book!

**Literacy Skill-Building Activities**

1. Children can brainstorm (either aloud or on paper) a list of words that rhyme with bread. Challenge students to come up with more than 20 words. Write them on the board or on chart paper. (Phonemic Awareness, Phonics, Vocabulary)

2. **Play the Bread-Slice Blend game!** Draw a slice of bread on a chalkboard. Draw a line through the middle so that it is in two "slices." On the left slice write a beginning blend sound like: br-, cr-, sp-, gr. Have students take turns thinking of foods that begin with each blend. (Phonemic Awareness, Phonics)

**Nutrition/Taste-testing Activities (Choose one.)**

1. Using frozen bread dough (thawed) make pretzels. Ask the students to wash their hands with soap and water first. With a sharp knife, cut the loaves into pieces. (one loaf = 8 pieces) and give one piece to each student. Let the students roll the dough into ropes, and show them how to make a pretzel shape. Place the uncooked pretzels on a greased cookie sheet, sprinkle with coarse salt, and bake at 350 degrees in an oven for 15-20 minutes. Cool and eat!

2. Take a large piece of poster board and at the top, with a wide marker, write “Breads Around the World”. Ask students to cut out pictures of different types of bread from old magazines and glue them on to the poster. (Hint: Use magazines that feature other countries to get a good variety of photos.)

3. Taste-test a variety of different kinds of breads (whole wheat, corn, tortillas, etc.) and spreads (honey, peanut butter, applesauce, cream cheese, etc.).

**Cross-Curricular Links**

- **Language Arts:** Apply reading and recognizing skills while reading the story.
- **Social Studies:** Learn about different types of bread that are eaten around the world.
- **Science:** Learn about how bread is made and baked.

**Game Time: Pop Goes the Bread**

Ask students to sit in a circle on the floor. Tell them that in order to play this game, they will need to listen carefully. Tell students that you will list out loud lots of different foods from all of the groups of MyPyramid, and that you will also list other words (non-food) that rhyme with the word “bread”. Students must pop up to a standing position each time you name either a kind of bread or a food in the bread/grains group (e.g. muffin, tortilla, roll) OR a word that rhymes with bread e.g. bed, sled, head, etc. The last student to pop up, each time you say a “bread” or a word that rhymes with bread is out, and so goes the game until there is one student left.

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Charlie is supposed to give his little sister Lola her dinner, but Lola is a very fussy eater! How Charlie uses his imagination (and his word-making skills) to get Lola to eat makes this a funny and delightful book. Big, bold illustrations accompanied by colorful photographs of food add to the appeal. It could serve as a model for creative language activities as children make up other exotic names for ordinary foods just as Charlie and Lola do in the book.

Nutrition/Health Goals
- Students will discuss why it’s important to try new foods and why it’s important to eat fruits and vegetables;
- Students will name a new fruit or vegetable they would be willing to try.

Optional Props
- Vegetables mentioned in the story such as tomatoes, carrots, peas, and potatoes
- Other vegetables not mentioned in the book.

Focus on the Book
Tell the students: “Today we will be reading a book about how a boy named Charlie got his sister to try new foods. It is important that we try many different kinds of foods. Listen to the story and try to remember some of the foods that Lola tastes.”
- Help the students read the title of the book and identify the author.
- Point to the illustrations on the front and back covers. Ask the students: What foods have your parents asked you to try? Are there any foods that you would like to try but haven’t had the chance?
- Explain to students that everyone should eat a variety of foods.
- As you go through the book, ask the children: Does the new name (e.g. Green Drops) and place that the food comes from make it sound more exciting to try? Would you try it?

After Reading (Comprehension)

Ask the students these questions:
- “What good things happened because of Charlie’s trick?”
- “Why do you think Lola liked the foods after Charlie gave them new names?”
- “Who came up with the name Moonsquirters for tomatoes at the end of the story?”
Note to Educators: Choose one or more of the suggested activities below, depending on the time and resources you have. Read the suggested activities carefully and gather the materials you need before teaching the lesson.

**Literacy Skill-Building Activities**

1. After reading the story, return to pages 4 and 5 where the food words are accompanied by pictures. Let the children choose foods to draw and color; help them write the name of the food on their paper. Display the pictures and talk about them. Ask children to pick out the food that begins with a specific letter. For example: “Find a food word that starts with $M$ (mushrooms).” “How many food words can we find that begin with $P$?”
   (Phonics, Vocabulary)

2. Charlie makes up new names and where they come from for familiar foods so Lola will try them. Ask the children to think of a food they have not tried before. Help them to make up a new name and place the food comes from so that it sounds more exciting and appealing. Ask each child to fold a piece of paper in half so that it is like a card. Ask them to draw a picture of the food they have never tried along with its name on the front cover of the card. Ask the children to open the card and write the new name and place the food comes from, along with an illustration that makes the food look appealing. Children can write their name of the back of their card. (Vocabulary)

**Nutrition Education/Taste-testing Activities**

1. Encourage the children to try “Moonsquirters” (cherry or grape tomatoes). Advise older children to chew them carefully. For younger children, cut them in half before serving to avoid choking. Using sticky-back labels, make stickers that say “I tried Moonsquirters today,” and stick them to each child that tries them.

2. Bring in a few different vegetables and dip for students to try. Ask children to work in groups to come up with unusual names for each vegetable they try, like Charlie and Lola did in the book. After they’ve come up with the names, invite them to share their groups’ ideas with their other classmates.

**Take Home Message**

Remind students that it’s important to try new foods. Ask them to try one new food at home this week.

**Game Time! The Farmer in the Dell Eats Healthy**

Play a food variation of *The Farmer in the Dell*. Give each child a card to hold with the name and picture of a food described in the book, *I Will Never Not Ever Eat a Tomato* (you can even have children create these cards). Have one child be the farmer while everyone else begins to sing *The Farmer in the Dell*. The designated farmer (at the correct time in the song) then chooses one of the foods e.g. “the farmer eats a carrot, the farmer eats a carrot, hi-ho-the dairy-o, the farmer eats a carrot,” and grabs him or her by the hand. That person (the food) now becomes the chooser and selects the next food. Continue the game with each of the foods listed in the book.

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Carla’s Sandwich
by Debbie Harter

Carla is an original and her preference for unusual sandwich fillings confirms it. Complete with colorful illustrations and unashamedly-honest phrases only kids would say, this charming picture book cleverly teaches the message that different can be delightful!

**Nutrition Goals**

Children will increase their willingness/intent to try new foods and to eat a variety of foods.

**Optional Props**

Make a color copy (on cardstock paper) of the pages in the book that depict Carla’s sandwiches. Cut out the sandwiches and glue them onto a craft stick. Put the sandwich models into a box or basket. When you are reading and a new sandwich is introduced, ask a student to stand up and hold up the sandwich model so others can see it. When the book is finished, ask the students holding the sticks to stand in a line and see if the other students can name the sandwiches, remembering the new words they read in the book.

**Focus on the Book**

Tell the students: “Today we will be reading a book about little girl named Carla who is always trying new sandwich combinations. Listen to the story and try to remember some of the unusual sandwich combinations Carla invents. Think about whether or not you would be willing to try one of Carla’s sandwiches.

- Help the students read the title of the book and identify the author and illustrator. Point to the illustrations on the front and back covers. Ask the students: What is your favorite kind of sandwich? Are there any sandwiches you would like to try but have not?
- Explain to students that everyone should eat a variety of foods in order to stay healthy, and that it is important to try new foods.
- As you go through the book, ask the children: Would you be willing to try this sandwich? Why or why not?

**After Reading (Comprehension)**

Ask these additional questions to reinforce the health message: Eat a variety of foods.

- Is there a sandwich you learned about in this book that you would like to try? What was it?
- What would you need to buy so that you could make this sandwich at home?
- Can you tell about another sandwich that was not in the book that you like to eat?
Note: Gather the materials you need before conducting the activity.

Food Tasting: PB and B Pockets (Serves 24)

**Food**
Six large whole wheat pitas (1/4 per child)
peanut butter (about 1 Tablespoons per child)
6 bananas (1/4 per child)
**optional:** raisins, dried apricots, pretzel sticks, shredded carrot

**Non-food Items**
♦ plastic knives (one each)
♦ wax paper or a clean surface for cutting

**Directions**
1. Instruct students to wash hands.
2. Set out ingredients (banana (cut into quarters), peanut butter and optional ingredients. Include serving spoons or forks. Tell students not to use their hands.
3. Give each student 1/4 pita bread.
4. Invite them to make their own sandwich, using the ingredients provided.

Literacy Skill-Building Activity: Creative Sandwiches

**Directions:**
1. Discuss the many different kinds of sandwiches that Carla brought to school to eat for lunch. Write the list of foods on chart paper so that all the students can see how the words are spelled.
2. Brainstorm other kinds of food that could be used to build creative sandwiches. Add these foods to the list. After the list is complete, read it aloud together.
3. Tell the students that they will be writing a grocery list for their own creative sandwiches. If the children cannot spell all items correctly, “phonetic spelling” is sufficient for now.
4. Give each student a blank sheet of paper for his or her grocery list. Fold the paper in half, horizontally.
5. On the front flap of the paper, have students write the words for the ingredients they will use. Inside, ask students to draw pictures of their sandwiches featuring the ingredients on the front cover. If they cannot write many words yet, use an unfolded sheet of paper, omit writing the list, and ask them to draw their creative sandwiches.

**Supplies**
- Chart paper
- Felt pen
- Crayons or markers
- 8 ½ by 11 inch paper, one per student
Game Time! Sandwich Relay

To set up the relay, split into two even teams and give each person at the front of the line an inflated balloon.

1. Ask both teams to sit on the floor in a line about an arm’s distance apart.
2. Have the first two people in line for each team, sit back to back and put a balloon between their backs with their arms linked (forming a sandwich).
3. The first team of two (from each team) must stand up, keeping the ball between their backs, and race to the other end of the line without dropping the ball. If they drop the ball they must go to the front of the line and start over.
4. Once they reach the end of the line they can place the ball between the next two players’ backs. It is now the second team’s turn.
5. Play continues until one team wins. If you have an uneven number of players on one team you will need to create one three-person team.

Take Home Message and Family Link

Remind students that it’s important to try new foods and to eat a variety of foods. Ask them to try one new food at home this week or to build a new kind of sandwich adding a fruit or vegetable to it that that they’ve never eaten in a sandwich before.
Our Community Garden by Barbara Pollak

Simple text and bold multicultural illustrations teach children about the joys of gardening together, how different vegetables grow, and how people of different cultures can work together to put fresh and delicious food on our table to eat.

Nutrition Goals

- Students will try a new food (salsa).
- Students will increase their willingness/intent to try new foods.
- Students will eat more fruits and vegetables.

Optional Props

Bring a basket of real food or 3-D food models. Put these items in your basket: tomatoes, a bag of black beans, an ear of corn, an onion, a bunch of cilantro and a few hot peppers – jalapeno, banana or Serrano. Show the students the items in your basket and ask if anyone can guess what you’ll be making today. Be careful with the peppers and don’t let younger children handle them too much. The juice can burn their hands skin and eyes if the juice gets on them.

Focus on the Book

1. Help the students read the title of the book and identify the author and illustrator. Ask the students: *What do you think this book is about?*
2. Tell the students: *“This book is about a Community Garden. Does anyone know what that is? Does anyone garden in a community garden? What did you see growing there?”* Ask kids if they know how vegetables grow. Brainstorm together vegetables that grow on top of the ground and those that grow under the ground. Talk about how it’s important to eat lots of fruits and vegetables and that it’s a good idea to eat a fruit or vegetable every time you eat a meal or snack. Tell them: *Today after we read we’ll be making a healthy snack from vegetables you might see growing in a community garden.*

After Reading (Comprehension)

1. Ask these additional questions to reinforce the health message: *Eat more fruits and vegetables.*
   - *What did you learn about gardening from the book?*
   - *What kinds of vegetables did you see in the book?*
   - *Did you see a vegetable you’ve never eaten before? Would you be willing to try it?*
Nutrition/Food Tasting Activity: Create-your-own Salsa (Serves 25)

Food
- 2 cans or corn, drained
- 2 cans black beans, rinsed and drained
- 2 cans pineapple tidbits, drained
- 2-4 cups chopped Roma tomatoes
- 1 yellow onion, peeled and chopped
- 4 chopped banana or jalapeno peppers
- Garlic salt
- Lime juice, one bottle with a sprinkle top
- Fresh cilantro, washed and chopped
- Low-fat tortilla chips or carrots and/or celery sticks for dipping

Non-food Items
- Napkins
- Small bowls (one per child)
- Plastic spoons (one per child)
- Serving utensils
- Can opener
- Measuring spoons (one set)
- Bowls for ingredients
- Wax paper for creating a clean workspace for each child

Directions:
5. Instruct students to wash hands. Give them each a sheet of wax paper to create a clean workspace on their desk or table.
6. Set out the ingredients in serving bowls. Put a tablespoon in each bowl.
7. Give each student a small bowl and allow them to create their own salsa by choosing 1-2 tablespoons of each of the items that can be found in a garden. (Tell them to be careful not to use too much of the peppers.) Demonstrate for them how much lime juice (1-2 teaspoons), garlic salt (a sprinkle) and chopped peppers (to taste) they should use.
8. Give each student a handful of chips or cut-up carrots and celery for dipping.

Literacy Skill-Building Activity: Garden Wordo

1. Review aloud the book “Our Community Garden”. Discuss all the items that can be found in a garden.
2. Write the words “Things found in a garden” in a circle in the middle of a blackboard or a piece of chart paper. (This is called a word web.) Brainstorm all the items that were found in the garden in the book. Write them on the chart paper or blackboard, grouping like items and connecting them to the word with lines.
3. The game Wordo is similar to Bingo. Give each student an activity page. Have the students select 9 or 16 words from the word web to write in the blanks. (Younger children can draw pictures of the garden items.) Be sure to have each player use different squares. All the Wordo cards should be different!
4. The teacher should write the garden items on index cards.
5. Now let’s play!
   a. Shuffle the index cards and call the words out one at a time.
   b. Each player will then spell the word out aloud and then cover up the word on her/his sheet.
   c. The first player to cover a row wins the game.
   d. Have the winner read the words or say the items back to you.
   e. Possible prizes: envelopes with seeds for planting

Supplies
- Activity sheet one per student
- Pencils, markers or crayons
- Index cards, 20-30
- Black board or chart paper
- Game markers (beans,
Take Home Message and Family Link

Remind students that it’s important to eat lots of fruits and vegetables every day. Tell them to try to eat a fruit or vegetable every time they eat a meal or snack. Encourage them to try new fruits and vegetables as often as they can and that if they decide they don’t like a fruit or vegetable to try it again another time. Ask them to make a personal goal to try to eat a fruit or vegetable at every meal and for snacks. Encourage students to talk to their family members about starting a garden. It could be an herb garden, a container garden on a balcony or patio, a backyard garden or they could join or start community garden.

Game Time! Garden Stretch

Ask kids to spread out at least an arm’s distance away from one another. Have students stretch their bodies by acting out the following gardening motions:

1. **Digging a whole.** Ask kids to pretend they are getting ready to create an enormous garden. Tell them to imagine they are holding a very big shovel and that they must dig a very large hole. ”Dig” at least 15 times on the left side and 15 times on the right side.

2. **Planting seeds.** From a standing position ask kids to squat down like they are planting seeds, and to “plant” five seeds in a row. Have them stand back up, reach behind themselves to get more seeds from a bucket and to squat down and “plant” five more seeds. Do this five times.

3. **Watering the Garden.** Ask students to pretend they are holding a giant hose, straight out in front of them. Tell them they need to water their very big garden. Holding the hose out in front of themselves, ask them to water their gardens twisting at the waist from side to side, 10-20 times.

4. If desired, after the students learn the movements appoint someone to be “the leader” and to call out commands, switching back and forth between digging, planting, and watering the garden.

More Great Gardening Books

- *City Green* by DyAnne DiSalvo-Ryan
- *Jody’s Beans* by Malachy Doyle
- *The Ugly Vegetables* by Grace Lin

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Garden Wordo

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Activity Page: Our Community Garden (Grades 1-2)
What's for Lunch? Milk by Claire Llewellyn

Part of the What's for Lunch? series, this non-fiction picture book provides clearly written information about where milk comes from, how it's made, and why we should eat foods made from milk. Colorful illustrations enhance the text and vocabulary words are printed in bold-type through-out the book.

Nutrition Goal
Children will increase their willingness/intent to try new foods.

Optional Props
Make a milk-food display by gathering together clean containers/packages from milk, chocolate milk, yogurt, pudding, cottage cheese, ice cream, butter, frozen yogurt, pudding, etc. Set the display up on a table where students can pick up and look at the containers. After you read, hold up each container and ask students if the food you are holding was mentioned in the book. Talk about how there are some foods that are high in calcium that do not come from milk. Show students empty containers of high calcium foods that do not come from milk such as a can of salmon, a bag of almonds, a carton of calcium-fortified soy milk, a container of juice that is fortified with calcium and more. Allow students time to look at and handle the empty packages.

Focus on the Book
Tell the students: “Today we will be reading a book about milk. Listen to the story and try to remember some of the new words you hear and some of the foods that are made from milk.”

- Help the students read the title of the book, look at the front cover and identify the author and illustrator. Ask the students: What questions do you have about milk? Write the students questions on the board or on chart paper under the heading: Things We Want to Know About Milk.

After Reading (Comprehension)

1. Tell the students: “We just read a book that told us a lot about milk. Let’s see if the book answered some of our questions.” Go back to the board/chart and read the students’ questions. If the question was answered in the book write the answer down under a new heading on the board: Milk Facts. Ask the students (if not covered on the board) if they remember from the book why milk is good for us?

2. If time allows have students sit in a circle on the floor and pass or toss the retelling cube and ask students to answer the question that lands on top. It’s OK if more than one student answers the same question.
Note: Gather the materials you need before conducting the activity.

Nutrition/Food Tasting Activity: Fruit and Yogurt Parfaits

Food
low-fat yogurt, two-three different kinds (3-4 ounces per child)
canned, drained fruit, two different kinds (about 2 tablespoons per child)
bananas (1/3-1/2 per child)
two different kinds of dry cereal (about 2 tablespoons per child)

Non-food Items
♦ 8 oz plastic cups (one each)
♦ plastic knives and spoons (one each)
♦ serving utensils
♦ wax paper for creating a clean workspace for each child

Directions
1. Instruct students to wash hands. Give them each a sheet of wax paper to create a clean workspace on their desk or table.
2. Set out ingredients (cut bananas, yogurt, canned drained fruit, and dry cereal in bowls. Include a serving spoon in each container. Tell students not to use their hands.
3. Give each student a plastic cup, a knife, and a spoon.
4. Invite them to make their own fruit and yogurt parfait, slicing the banana and layering the ingredients any way they choose using the ingredients provided.

Literacy Skill-Building Activity: Fascinating Milk Facts

Give each player an appropriate grade-level activity sheet.

Kindergarten. Handout the activity sheet. Read and review aloud with students the Milk Facts you’ve written on the board. Ask students to draw a picture of a Milk Fact they learned from the book and to label the picture. For example, one student might choose to draw a picture of all the foods they learned about that are made from milk. Have students label (as best as they can) at least three things in the picture. Don’t worry about words that are spelled incorrectly.

Supplies
♦ activity sheet (one per student)
♦ crayons, markers, pencils

Grades 1-2. Handout the activity sheet. Read and review aloud with students the Milk Facts you’ve written on the board. Ask students to illustrate three Milk Facts they learned from the book and to write each fact beneath each picture.
**Take Home Message and Family Link**

Remind students that it’s important to try new foods and to eat calcium-rich foods 2-3 times per day. Ask them to make a personal goal to try one new calcium-rich food that you read or talked about at home or at school sometime this week.

**Game Time! Milk Jug Toss**

1. Using masking tape, create two lines, 4 feet long and at least 6 feet apart on the floor.
2. Divide students into two equal groups and ask each group to form a line, relay-style behind the tape. Place a clean, empty milk jug with the top portion cut off, six feet away from each taped line.
3. Give each team 3 clothes pins. The first person in each of the two lines has to toss the clothes pins into the jug, then hop on one foot to the jug, pick up the clothes pins, hop back and hand them to the next person in line who then does the same thing.
4. If a clothes pin misses the jug, the student has to hop on one foot to get it, then hop back behind the tape before throwing it again.
5. The game is over when everyone on one team has successfully completed the task.

**Special Note:** For younger students, set the jugs at 2-3 feet away and allow student to hop on two feet or to walk.

**More Great Milk Books**

- *Oliver’s Milkshake* by Vivian French
- *The Milk Makers* by Gail Gibbons
- *Cow* by Jules Older
Fascinating Milk Facts!

Description:

Name: ____________________________________________________________
# Fascinating Milk Facts!

**Fact #1**

**Fact #2**

**Fact #3**

Name: ______________________________________________________________
Yoko  by Rosemary Wells

The children in Mrs. Jenkins’ classroom are making fun of Yoko’s lunch. Even on International Food Day, when the students bring in a variety of ethnic foods including enchiladas, Caribbean coconut crisps, Nigerian nut soup, and Irish stew, no one will try Yoko’s sushi. Then Timothy, still hungry, tries a bite. Much to his surprise, he likes it; and later, when he sneaks a coconut crisp into Yoko’s pocket, she discovers she likes it even better than her red bean ice cream! This delightful book provides an excellent springboard for talking about different ethnic foods and trying new foods.

Nutrition/Health Goals

- Understand that there are many different foods and that foods are eaten in many different ways all around the world;
- Discuss why it’s important to try new foods;
- Try a new food (a Mango Smoothie).

Props

- Pictures of sushi from magazines
- A sushi mat (for rolling sushi)
- Seaweed paper (for making sushi)

Focus on the Book

Tell the students: “Today we will be reading a book about a little girl named Yoko who got teased and made fun of when she brought her lunch to school. It’s important to have a healthy lunch every day and to be willing to try new foods. Listen to the story to discover how Yoko and her classmates learned to respect each others’ choices and to try new foods.”

- Help the students read the title of the book and identify the author and the illustrator.
- Point to the illustrations on the front and back covers. Ask the students: Do you bring your lunch to school? What do you like to bring for lunch? Has anyone ever made fun of your lunch? Do you ever want to try something new that one of your friends is eating for lunch?
- Explain to students that everyone should eat a healthy lunch every day, and that we all should be willing to try new and different foods for lunch sometime.
- As you go through the book, ask the students to talk about the different foods each child brings to school. Ask: Which foods have you eaten before? Which new foods would you be willing to try?

After Reading (Comprehension)

Ask the students these questions:

- What did Yoko bring to school for her lunch and snack? Have you ever tasted any of these foods?
- Can you identify the country where each of the foods described in the story originated?
- How did Timothy make Yoko feel happier about the food she brought to school?
Note to Educators: Choose one or more of the suggested activities below, depending on the time and resources you have. Read the suggested activities carefully and gather the materials you need before teaching the lesson.

**Literacy Skill-Building Activities**

1. Give each child paper folded like a card and tell them it will be the menu for their restaurant. On the front, they will write “menu” and the name of their restaurant. On the inside pages and back cover, ask them to draw pictures of food, write their names, and list the prices. Help each child show and read his or her menu to the class. *(Vocabulary, Fluency)*

2. Re-read the story and ask children to raise their hands when you come to a food. Write on chalkboard or flip chart paper the names of the foods they mention when called on. Ask the group to read it aloud with you. After you have listed all of the food words from the story, tell the class you are going to play a game called, “Find that Food.” Make up clues such as “It has 4 words; the first word starts with E and the last word begins with a P (egg salad on pumpernickel).” *(Fluency, Comprehension)*

**Nutrition Education/Taste-testing Activities (Choose one.)**

1. Make a Mango Smoothie for children to taste. In a blender combine 2 cups mango juice (you can find this in the Hispanic section of many grocery stores), 1 cup milk, 8 ounces vanilla yogurt, 3 bananas, and 4-6 ice cubes. Blend until smooth. Makes approximately 12, 2-4 ounce sample-size servings.

2. Bring in a pair of chopsticks for each child and let them practice using them to pick up a healthy snack that has several easy-to-pick-up pieces such as trail mix. Remind students that food is not always eaten with a spoon or fork like it often is in the United States.

**Take Home Message**

Remind students that it is important to be respectful of other people and the foods they eat. Talk to children about how trying new foods that other families and children eat all around the world can help them to eat healthier (by expanding the variety of the food they eat) and in some cases – such as in the story *Yoko* – can help develop a lasting friendship.

**Game Time! Listen and Jump**

Ask students to stand in a circle. Tell them that in order to play this game; they will need to listen carefully. Say that you will list out loud lots of different kinds of foods from all around the world. Students must jump each time they hear the name of a food they have eaten before, or a new food they are willing to try. When you list a word that is *not a food* e.g. “tennis shoes” then children must sit down as quickly as possible in the circle. The teacher/educator then chooses a child to be “it” (the person who lists the foods) and the game goes on until each child (if time permits) has had a turn to be “it”.

*Michigan State University Extension and the Michigan Department of Education in Partnership*

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This informational book provides a wonderful overview of bicycles - their uses, design, care, and safety rules. The clearly written text, labeled illustrations, and fun facts encourage the reader to learn more.

**Nutrition/Health Goals**
- Identify that being physically active every day helps you have energy to learn, grow, and play.
- State that they should be physically active every day. Older kids can learn that they should strive to be physically active for at least an hour per day.
- Identify that riding a bike is a great way to be physically active.
- List five ways they can be physically active.

**Optional Props**
- A bicycle helmet
- A bicycle or a bicycling poster
- A water bottle (to remind students to drink fluids throughout the day and especially before, during and after they exercise)
- Bike reflectors

**Focus on the Book**
Tell the students: “Today we will be reading a book about one way we can be physically active and keep our bodies strong. Riding a bicycle is a fun and easy way to keep moving.”
- Help the students read the title of the book and identify the author and illustrator.
- Point to the illustration on the front cover. Ask students to raise their hand if they have ever ridden a bike. Ask students if they think riding a bike is a good way to keep their bodies healthy.
- Explain to students that doing activities that make them move – such as riding a bike – help them to have energy, build strong bones and muscles, and grow.
- Ask them to think about when and where they could ride a bike as you read the book.

**After Reading**
Ask the students these questions:
- What did you learn about bicycles?
- In our community, where can you ride a bicycle?
- What safety rules should we remember when riding a bike?
- Can you name five other ways you enjoy being active?

**Why Being Active is Important**
Discuss with students the benefits of regular physical activity:
- Builds muscle strength and stamina
- Builds healthy bones
- Helps you feel better and reduces your risk of getting sick
- Gives your body and your brain energy to help you learn
Note to Educators/Teachers: Choose one or more of the suggested activities below, depending on the time and resources you have. Read the suggested activities carefully and gather the materials you need before teaching the lesson.

**Literacy Skill-Building Activity**

Create a five-fold physical activity flip book. Ask students to fold a piece of paper in half, length-wise. Help them to make four cuts on the top flap (only) so that there are five top flaps that can be flipped up. Encourage students to draw five different ways to be active on the top flaps and a sentence about each activity under the flap. *(Vocabulary, Comprehension)*

**Nutrition/Taste-testing Activity: Healthy Snacks (Choose one.)**

Teach students that it’s important to choose and eat healthy after-school snacks. Explain that healthy snacks give you energy to learn, grow, and play, and to keep you from getting tired out while biking, running, playing basketball, dancing, and so on. Choose and prepare with the students, one of these easy to eat and easy to carry healthy after-school snacks.

1. **Make a large bowl of Shake-It Up Snack Mix:**

   - 4 cups of any of your favorite cereal
   - 1 cup roasted peanuts or sunflower seeds
   - 4 cups pretzel sticks or twists, or bite-size crackers
   - 4 cups dried fruits such as raisins, apples, apricots, dates, pineapple, etc.

   **Directions:** Place all ingredients in a large paper bag, pinch the top, and shake to mix.

2. **Make Bugs on a Rug:**

   Flour tortillas (one per child)
   Any kind of spread: for example, peanut butter, jam, applesauce, or low-fat cream cheese raisins or other dried fruit such as finely chopped apple, dried cherries, or banana chips.

   **Directions:** Spread a thin layer of one of the spreads on the rug (tortilla). Top with dried fruit (the bugs). Roll up the rug and eat the bugs!
Game Time! Choose Your Move Mystery Box

Cut a slit (large enough for students to fit a hand in) into the lid of a shoe box. Cover the box, using glue or tape, with cut out magazine pictures of kids and families being physically active. Using a wide-tipped marker, and 3 x 5 cards, write one physical-activity related verb or activity onto each card. For example, you might write words such as sledding, running, skipping, swimming or bowling, or activities such as playing soccer, building a snowman, raking leaves, etc.. Put the cards inside the shoe box. Invite students one at a time to choose a card from the box, read it, and act out what it says, while other children try to guess what the “actor” is doing. Whoever guesses correctly gets a turn to be the actor. Allow students to take turns guessing, instead of guessing together out loud so everyone gets a turn.

Cross-Curricular Links

- **Language Arts**: Have students create a song or cheer about their favorite physical activity.
- **Social Studies**: Read books about games children play all around the world.
- **Math**: Use a pie chart to represent 60 minutes of daily physical activity. Help students create their own physical activity pie chart.
- **Science**: Help students to identify the simple machines like gears that are involved in a bicycle and how they work.

More Great Books

- *The Animal Boogie* by Debbie Harter
- *Dem Bones* by Bob Barner
- *Let the Games Begin!* by Maya Ajmera and Michael J. Regan
- *To Be a Kid* by Maya Ajmera and John D. Ivanko
Clap Your Hands by Lorinda Bryan Cauley

Colorful and whimsical illustrations of children and animals spring to life as they hop, jump, spin, roar and twirl in this adorable rhyming book.

Nutrition Goals

- Students will brainstorm ways they can be physically active and make a plan to be active after school.
- Students will increase their willingness/intent to try new foods.

Optional Props

Bring a basket of physical activity equipment such as a ball, jump rope, hula hoop, sidewalk chalk, a skate, an athletic shoe and more. Use these items to start or stimulate the discussion about ways you can be physically active (see After Reading).

Focus on the Book

1. Help the students read the title of the book and identify the author and illustrator. Ask the students: What do you think this book is about?
2. Tell the students: “This book is a Read and Move book. While we read the book we can move along with the story. When we move it’s good for our heart, bones and muscles. It’s important for kids and adults to have fun moving and being physically active every day. It’s also important to eat healthy snacks so that you’ll have the energy you need to play. Today after we read we’ll be making a healthy snack.”
3. Read the book.

After Reading (Comprehension)

Ask these additional questions to reinforce the health message: Be Physically Active.

- What kinds of activities did you see in the book that you like to do?
- What is your favorite way to be active?
- What can you do after school, indoors or outdoors to be active? What can you do today after school to be active?
**Nutrition/Food Tasting Activity: Bugs on a Rug**

**Food**
- whole wheat flour tortillas (one per child)
- Spreads to choose from: e.g. peanut butter, low-sugar jam, applesauce, or low-fat cream cheese (about 1-2 tablespoons per child)
- Toppings (the bugs) to choose from: e.g. raisins or other dried fruit such as finely chopped apple, dried cherries, banana chips, shredded carrot, and dry cereal.

**Non-food Items**
- Napkins
- Paper plates
- Plastic knives (one per child)
- Serving utensils
- wax paper for creating a clean workspace for each child

**Directions:**
1. Instruct students to wash hands. Give them each a sheet of wax paper to create a clean workspace on their desk or table.
2. Set out the spreads and toppings (the bugs) in bowls. Include a serving spoon in each container. Tell students not to use their hands.
3. Give each student a tortilla, and a knife for spreading.
4. Invite them to create their own *bugs on a rug*, by spreading a thin layer of one of the spreads on the tortilla and adding the toppings to it. Student should then roll up the rug and eat the bugs!

**Literacy Skill-Building Activity: Animal Riddles**

**Supplies**
- Activity sheet one per student
- pencils, markers or crayons
- black board or chart paper

1. Review rhyming words from the book. Discuss the silly things the animals were doing in the book.
2. Brainstorm other silly rhymes that animals could do. (For example: hog/jog, snake/bake, worm/squirm, bear/share a pear, pig/ dance a jig). Write them on the board or chart paper so everyone can see.
3. Provide each student with the activity page. The students will think of an animal and a rhyming activity. (For example: The front side of the paper: *Did you ever see a pig* - The reverse side of the paper: *dance a jig*.)
4. After completing the writing activity, the students will illustrate their silly animal riddles.
5. Read the class riddles aloud and have the children try to guess the rhyming words before turning the page to look.
6. Optional: If you have the necessary supplies/equipment bind the book together with spiral binding or a large staple and allow students to read it during silent reading or partner reading time.
**Take Home Message and Family Link**

Remind students that it’s important to be physically active every day for at least one hour. Talk about ways they can be physically active each day such as walking to school, bike-riding, getting involved in an after school sport, playing basketball or jumping rope at home, etc. Ask them to make a personal goal to try to be active every day for at least an hour.

**Game Time! Animal Walks**

Arrange the children in a long line facing the teacher. Ask the children, “*Who can show me how a (insert animal name) walks?*” If someone volunteers, ask him or her to demonstrate. If what the child does is close to the way the animal walks, ask the others to copy the walk, walking all the way around the room. If the demonstration is not right, ask someone else to demonstrate. Ask children to think of animals (bear, dog, cat, mole, kangaroo, penguin, gorilla, mouse, frog, giraffe, monkey, hippo, elephant, lion, leopard, goose, seal) they saw in the book, *Clap Your Hands*.

**More Great Rhyming Books**

- *Fast Food! Gulp! Gulp!* By Bernard Waber
- *The Seven Silly Eaters* by Mary Ann Hoberman
- *The Unbeatable Bread* by Lyn Littlefield Hoopes

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Animal Riddles

Did you ever see a _____________________?

Name: ____________________________________________________________
Wash Your Hands by Tony Ross

The little princess loves to get dirty! Simply written and illustrated in a humorous cartoon-like style this storybook teaches children how, when and why it’s important to wash their hands.

Nutrition Goals

- Students will learn why, when and how to properly wash their hands.
- Students will increase their willingness/intent to try new foods and to eat a variety of foods.

Optional Props

- Put together in a basket, paper towel, a 30-second timer, and several different kinds of soap including bar soap, foaming soap and liquid soap. Pass the basket around the room and ask kids if they can guess what the subject of the book and lesson are.

Focus on the Book

1. Help the students read the title of the book and identify the author and illustrator and to look at the front and back cover. Ask the students: What do you think this book is about?
2. Tell the students: “This book is about a little girl who loves to get dirty but hates washing her hands. Can anyone tell me when you are supposed to wash your hands? (Make a list of student responses on the board or on chart paper). Tell students, “Washing your hands can help keep you from getting sick and can help keep food safe to eat. Today, after we read we’ll practice washing our hands the correct way we’ll build a snack we can eat with our clean hands.”
3. Read the book.

After Reading (Comprehension)

Ask these additional questions to reinforce reading comprehension and the health message: Wash Your Hands

- When did the little girl in the book wash her hands? (After going to the bathroom, after playing outside, after touching a pet, after sneezing and before making food or eating food.)
- Did you learn about a time you are supposed to wash your hands that you didn’t know about? What was it?
- Is there anyone at home you can teach how to properly was his or her hands?
Nutrition/Food Tasting Activity: Build-a- Healthy-Snack

Food
- cheese cubes (3-5 per child)
- pretzel sticks (a handful per child)
- grapes (washed) one small bunch per child
- cucumber slices (a few per child)
- colored mini-marshmallows (optional), a small handful per child

Non-food Items
- soap for handwashing activity
- paper towel for drying hands
- napkins
- Serving utensils
- Bowls for food items
- wax paper for creating a clean workspace for each child

Directions
1. Instruct students to wash hands the correct way: for 20-30 seconds using warm water and soap, scrubbing the hands front and back.
2. Give them each a sheet of wax paper to create a clean building and eating space on their desk or table.
3. Set out the food in separate serving containers. Include a serving utensil in each container. Tell students not to use their hands.
4. Invite students to “build a healthy snack” using the food items provided. Before kids eat their snacks, invite them to walk around the room and to look at what others created.

Literacy Skill-Building Activity: The Missing Word

1. Distribute the activity page for this lesson.
2. Tell students that the activity page will give them letter clues about when it’s necessary to wash your hands. (Tell them to try to remember what they learned from the book.)
3. Ask students to complete the activity page.

Take Home Message and Family Link

Remind students that it’s important to wash their hands properly using water and soap, and washing for 20-30 seconds. Ask them to make a personal goal to wash their hands correctly every day this week and to teach someone at home how to correctly wash his or her hands.

Game Time! The Ugly Germ

Place kids in a large circle. One person stands in the middle and is “it”. The “it” person either shuts his eyes tight or uses a blindfold. The teacher gently turns the child that is “it” around in a circle a few times, while the other children move around the outside circle clockwise. When “it” stops turning, the students stops turning as well and “it” points his finger at a student in the outside circle (not seeing who it is). That person must say “I’m an ugly germ” and the person who is it must guess who it is that spoke. (Encourage kids to use strange voices – this make the game more fun!) After the guess, (correct or incorrect) the person who was pointed to become “it” and the game goes on as long as time allows.

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I will remember to wash my hands.....

1. After going to the ________
2. Before I ______
3. After ______
4. After ______
5. After ______
6. After ______
7. Before I ______
8. When I wash my hands I will...

1. use ______
2. use ______
3. wash them for ______ to ______ seconds.

Name: ____________________________________________________________

Activity Page: Wash Your Hands