

READ FOR HEALTH



Washington State University Extension Edition

A Health Literacy Curriculum for Grades 1 and 2



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Acknowledgements

Washington State University

2016 Lessons - Grades 1 and 2

WSU Lesson Authors

Julie Guyton, BA

Kristine Perry, BS

Margaret Viebrock, MEd

Project Coordinator, Editor

Kathleen Manenica, MS CN

Contributors

Janis Foss, M.A.ED

Additional Graphics for WSU Edition

Andrew R. Mack, Graphic Designer

Pilot Sites

WSU – Clark County

WSU – Chelan-Douglas Counties

WSU - Grays Harbor County

WSU – Okanogan Counties

WSU – Pierce County

County Educators

Kelsey Condon, Debbie Fredricks, Rene Huerta,
Tina Thompson

Jackie Reed, Yvonne Ramirez, Sarah Jicha

Davona Gwin, Kymmie Foster, Ashley Johnson,
Jessy Swanson, Danice Ragland, Irene Kieffer,
Maja Ballew

Heidi Schmidt

Danielle Harrington, Linda Mathews,
Sara Ingham

Acknowledgements University of Maryland

Curriculum Author and Project Coordinator

Erin Braunscheidel

Contributing Authors

Lisa Lachenmayr Carol Miller Heather Buritsch

Lesson Authors

Jane Kostenko - Making Healthy Snack Choices

Haylee Staruk - Berry Tales

Curriculum Reviewers

Lisa Lachenmayr, Jane Kostenko, Carol Miller, and Meredith Pearson

Graphic Design

David Hirner and Kurt Yocum

Special thanks to those who have assisted in pilot development:

Deborah Archer

LaTasha Coleman

Lisa Gonzalez

Jane Kostenko

Jennifer Letcher-Gray

Trish Moore

Julie Mongeon

Charese Robinson

Lynn Rubin

Haylee Staruk

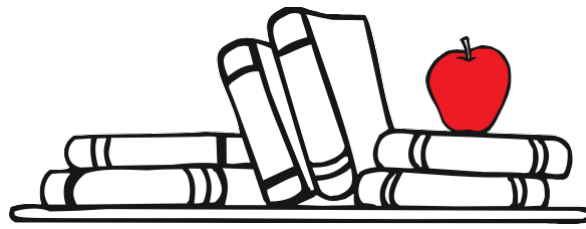
Karen Turner

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READ FOR HEALTH

Introduction

Curriculum Description

Thank you for your interest in the *Read for Health* Curriculum developed by the University of Maryland Extension, Supplemental Nutrition Assistance Program Education (SNAP-Ed). Aligned with a state-wide initiative to increase youth and adult literacy skills, particularly with low-income populations, *Read for Health* uses language arts as a method to teach nutrition and encourage physical activity and healthy eating. This program targets young children and adults in elementary schools, public libraries, child care and community centers.

The goal of the SNAP-ED program is to provide low-income individuals with the knowledge and tools necessary to make positive behavior change with regards to nutrition and physical activity behaviors. SNAP-ED utilizes teaching materials like *Read for Health* that are developed specifically for the needs of a low-income audience.

The *Read for Health* curriculum addresses the following key behavioral outcomes:

- Make half your plate fruits and vegetables; eat whole grains, and switch to fat-free or low-fat milk products.
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle.
- Maintain appropriate calorie balance during each stage of life.

Read for Health was developed based on research suggesting that read-aloud language arts sessions improve topic motivation, engagement, and comprehension in children (Dreher, 2003; Baker, Dreher and Guthrie, 2000; Ivey 2002) . Selected children’s books focus on themes related to healthy eating and physical activity. Each *Read for Health* lesson applies an interactive read-aloud format with an engaging discussion that relates reading content to the child. The program focuses on increasing exposure to fruits, vegetables, and whole grains through activities, food demonstrations and tastings. Newsletter communication provides families with ideas and tools to increase access and consumption.

The books, lessons, and activities included in *Read for Health* target pre-school and elementary school aged children. While age-appropriate book and activity options are included in the curriculum, it is important to recognize the critical role of the read aloud session. Lessons and recommended books can relate to children of varying ages by properly tailoring the read aloud strategies and techniques.

We hope that the *Read for Health* program can easily meet your goals for nutrition education and language arts development. Thank you for your dedication to providing children the tools they need to develop into healthy and successful adults.

Washington State SNAP-Ed

For the approved curriculum list, Washington State SNAP Ed standardized 6-thematic lessons from this curriculum into standardized grade-appropriate lessons for Grades 1 and 2 only. The selected lessons focus on sources of foods, emphasis on fruits, vegetables and whole grains, physical activity, and related links to the environments from which foods are sourced and accessed.

Curriculum Fidelity

In a conversation with University of Maryland regarding curriculum fidelity, the originators of this curriculum stated there are **three required components** of each lesson: **1) the Book Activity, 2) the Food Tasting Activity, and 3) the Physical Activity.**

During the pilot, we found that variation in the amount of time given in any school or grade varied from 30 to 60 minutes. Based on the required elements consistent with maintaining fidelity, alternative physical activities and food tastings are offered for 30 minute and 45-60 minute lessons. In the Scope and Sequence table that follows, those required activities in each lesson to meet curriculum fidelity are in **bold font**.

Curriculum Organization

Lesson format

Each lesson addresses a nutrition or physical activity message and includes a recommended book related to that lesson. Lesson discussion is designed in a dialogue learning format and links the concepts in the book to the behaviors of the child and their family. An overview of all lessons is provided in the Scope and Sequence table in this introduction. Each lesson indicates materials needed and preparation work. A time estimation for completing preparation work, teaching the standard lesson, and additional activities is also included.

For Washington State SNAP-Ed, these lessons are non-sequential, i.e. can be taught in any order, with one exception. In Grade 1, the *Keep your Body Moving* lesson where MyPlate is introduced should precede the *Family Meals* lesson.

Lesson associated activities and materials can be found in Appendices A (Resources), B (Activities), and C (Materials). These are referenced in each lesson as needed.

Lesson Activities

Book Activity. Each lesson includes an activity that relates the reading discussion to practicing the behavior. When applicable, activities involve a food demonstration. All materials and preparation for these activities are listed in the Preparation Outline of each lesson. The WSU Edition has also added “vocabulary” lists, based on the chosen book, that add to the common core ELA standards for each lesson.

Food Tasting Activity. It is extremely important to be prepared when incorporating food into the classroom. You may want to wash and prepare all fruits and vegetables before class. One alternative is to think about how the children can get involved and contribute to the food preparation during the lessons. It is important to plan appropriate tasks and duties based on the ability of your audience and the allotted time for the classroom. Specific tips regarding this concept are noted in lessons involving food. With SNAP-Ed, full portions are not allowable, so keep in mind when preparing the recipe that ¼ serving or less should be considered a tasting portion. The recipe for each lesson follows the Teaching Outline, and aligns with Guidance allowability.

Physical Activity. There is physical activity in every lesson. These may vary from 2 to 15 minutes, depending on the length of the class time. All of these activities have been piloted with this age group and are found to be very popular, to the point that students may want to do the same activity several times over the series. Appendix B includes these physical activities.

The term “Brain Boosters” is commonly used in the WSU Edition of *Read for Health* as a reference to a short physical activity (2-5 minutes) that can stimulate the body and increase blood flow to the brain to improve attention and thinking. All “brain boosters” are contained in the Appendix B: Activities.

Worksheets and Writing Prompts. These activities were added to the WSU Edition of *Read for Health*. They are contained within each lesson and used as time allows. They reinforce the conceptual learning of the lesson, but are not required. They have been helpful in managing classroom behavior during hand washing. However, if there is not enough time in the SNAP-Ed class, it is highly recommended that a master of each be given to the teacher to complete as extension activities after the SNAP-Ed lesson is concluded. Writing prompts are incorporated into the academic alignments so teachers are motivated to complete them. In Washington State, literacy is emphasized in school enrichment, so aligning nutrition with English Language Arts Standards, and other curriculum requirements, improves the likelihood of acceptance into the school classroom, especially at the primary level.

Equipment. While it is great to allow each child to play a role in food preparation, it is extremely important to ensure their safety. Use child-friendly utensils such as “lettuce knives” or plastic knives when cutting fruits and vegetables. Utensils such as can openers and graters may be inappropriate for certain groups or may be used only with adult supervision. For Grades 1 and 2, WSU suggests that food preparation primarily be done by the educator, with perhaps a few helpers at each lesson to help distribute the tasting samples and supplies. First and second graders need a lot of direction and supervision which takes more time that may be limited. Often, the classroom teacher will assist with food preparation and serving.

Allergies, Cultural and Religious Food Preferences. Before any food preparation activity, be sure you are aware of any food allergies among your audience. Work with caregivers, teachers, or a school nurse to confirm this information. It is suggested that educators are aware of the site agency’s practice for managing any specific concerns when serving food in the classroom.

Food Safety. It is extremely important that food preparation is done safely. Prior to starting a food demonstration, be sure to sanitize the work area. All children and adults that will be handling or consuming food will need to properly wash their hands. The steps to proper handwashing include:

1. Wet hands with warm water.
2. Apply soap.
3. Rub hands together, between fingers and fingernails for 20 seconds.
4. Rinse thoroughly.
5. Dry hands with paper towel.

Note: When soap and water are not available, hand sanitizer is an alternative.

Newsletters

Each lesson includes a newsletter. The newsletter provides an opportunity to link the caregiver to what their child is learning. Newsletters also communicate ideas and resources to caregivers to help encourage behavior change in the home. Each newsletter, available electronically as a fillable PDF format, includes an editable section on the upper right corner of the masthead where local agency can enter Agency name, contact information and names of educator(s) if desired.

WSU Newsletters are available in English and Spanish. In terms of cost, there are a couple options:

1. Newsletters can have both languages on one piece of paper when printed back-to back. Recipes are not required.
2. Each language can be printed separately, with the recipes printed on page 2. There are a couple exceptions where newsletter recipes were not available in Spanish.
3. To lower cost of printing, some schools or agencies may be willing to print the newsletters and assume the cost. They can be printed in black and white.

Scope and Sequence: The Curriculum Snapshot

The Scope and Sequence table that follows, provides a list, by lesson, of all books and activities. While most books and activities can be tailored to meet elementary-age audience, those provided here are geared to Grades 1 and 2. This overview may be helpful to school principals or curriculum specialists to determine if this curriculum is appropriate for teaching during the school enrichment day.

Vocabulary lists and an alternative book list follow the Scope and Sequence in this section of the curriculum. Separate vocabulary lists for each grade are also contained in their respective Grade-level folder. If alternative books are used, the vocabulary lists contained here are no longer relevant.

Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
<p>Family Meals</p> <p>Standards Health & Fitness H2.W4.1;H1.N1.1a; H2.N6.1 English Language Arts RL1-4,6,9;SL1a-c,2-4,6 Social Science E4.4.1; H4.4.1; SS 5.4.1</p>	<ul style="list-style-type: none"> Discuss the importance of eating together Explore how children can be part of a family meal Plan a healthy meal which includes a variety of fruits or vegetables. 	<p>Book <i>Let's Eat</i> by Ana Zamorano</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u> My Plate poster</p>	<p>Recipe Rainbow of Fruit Salad</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity</p> <ul style="list-style-type: none"> Hokey Pokey/Dancing Dice/Brain Booster <p><u>Writing prompt</u></p> <ul style="list-style-type: none"> My Healthy Family Meal Placemat Choose MyPlate.gov <p><u>Newsletter</u> for Parents</p>
<p>Food from the Earth</p> <p>Standards Health & Fitness H1.N1.1a;H1.N1.1b; H1.N4.1; H1.N5.1 English Language Arts RL 1-4,7; RI1-4,6,7,10; W 2, 8 Integrated Science 1LS1.A</p>	<ul style="list-style-type: none"> Learn how nearly all of our food begins with seeds, even protein, grain, and dairy foods. Discover how soil, sun, and rain help make seeds and plants grow. Taste some edible seeds that are recognized as food 	<p>Book <i>Oh Say Can You Seed</i> by Bonnie Worth</p> <p><u>Vocabulary</u></p> <p><u>Food Activity 2</u> Planting a Seed</p> <p><u>Teaching Tools</u> Cup, soil, tray, spray bottle, marker</p>	<p>Recipe (choose 1 based on time)</p> <ul style="list-style-type: none"> Taste of 3 seeds OR Hummus and Pita chips <p>Optional: • NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity Brain Booster; or Grow Like a Seed</p> <p><u>Writing prompt</u> What do Plants Need?</p> <p><u>Worksheets</u> Plant Parts worksheet (opt) Seed Planting Activity</p> <p><u>Newsletter</u> for Parents</p>
<p>Fruits & Vegetables/ Farmers' Markets</p> <p>Standards Health & Fitness H1.N1.1a; H1.N1.1b; H1.N4.1; H1.N5.1 English Language Arts RL 1-4,9; RI1-4,6,7,9; W 2,8; SL1-6 Social Science G 3.2.1 Integrated Science 1LS1.A</p>	<ul style="list-style-type: none"> Identify fruits and vegetables. Discover that fruits and vegetables are grown on a farm. One place to buy fresh produce is at a farmers' market. Learn about the importance of eating fruits and vegetable every day as part of being 	<p>Book <i>A Day at the Market</i> by Sara Anderson</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u></p>	<p>Recipe Vegetable kebabs OR Fruit Kebabs</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity Brain Booster or Dancing Dice</p> <p><u>Writing prompt</u> Fruits and vegetables</p> <p><u>Worksheet</u> My Plate (opt)</p> <p><u>Newsletter</u> for parents</p>

Grade 1 Scope and Sequence page 2 of 2

Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
<p>Keep Your Body Moving</p> <p>Standards Health & Fitness H1.N1.1b; H1.N4.1; H1.N5.1 English Language Arts RL1-4,6,7; RI 1-4,6-8; SL 1-6; W8</p>	<ul style="list-style-type: none"> Learn that playing actively results in a healthy body. Learn the importance of drinking plenty of water every day. Identify and discuss ways to be physically active. Practice being physically active. Categorize different foods and activities based on how they affect the body. Identify sometimes foods and anytime foods 	<p>Book <i>IQ Gets Fit</i> by Mary Ann Fraser</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u> IQ Get Fit poster Food and Activity Picture Cards Music/player</p>	<p>Food Tasting Banana Crunchos</p> <p><u>Alternative recipe for 30 minute class:</u> Fruit Kebabs</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity Musical Chairs Game/Food and Activity Cards</p> <p><u>Writing prompt</u> Physical activity for you and your family</p> <p><u>Worksheet</u></p> <p><u>Newsletter</u> for parents</p>
<p>Picky Eaters</p> <p>Standards Health & Fitness H1.N1.1a;H1.N1.1b; H1.N4.1; H1.N5.1; H2.N6.1 English Language Arts RL1-4, 6; RI1-4, 6,7; W1,8; SL1-6 Social Science SS4.4.1; 3.2.1, 5</p>	<ul style="list-style-type: none"> Describe the importance of trying different foods. Identify new fruits and vegetables. Practice being physically active. Create new names for foods that may help others to taste them for the first time. 	<p>Book: <i>I Will Never NOT EVER Eat a Tomato</i> by Lauren Child</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u></p>	<p>Food tasting – Round foods: Name that Food!</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity Dancing Dice game</p> <p><u>Writing prompt</u> Tried a new fruit or vegetable</p> <p><u>Worksheet</u> (opt) Healthy Hut <u>Newsletter</u> for parents (no recipe)</p>
<p>Whole Grains</p> <p>Standards Health & Fitness H1.W1.1;H1.N1.1a; H1.N4.1; H1.N5.1 English Language Arts SL1-4,7,9; RI1-4,7; W3; SL1-6 Social Science H4.4.1; G3.2.1</p>	<ul style="list-style-type: none"> Learn where the Grain group is located on MyPlate Learn which foods belong in the Grain group Learn that grains provide energy to grow, play and think. 	<p>Book <i>The Tortilla Factory</i> by Gary Paulsen</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u></p> <ul style="list-style-type: none"> MyPlate Poster Whole Grain diagram Whole Grain board Whole grain seed packets 	<p>Quesadillas or Trail Mix</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity On the Farm or Brain Booster</p> <p><u>Writing Prompt</u> Grain Group and physical activity</p> <p><u>Worksheet</u> Whole Grains Word Search</p> <p><u>Newsletter</u> for parents</p>

Grade 2 Scope and Sequence page 1 of 2

Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
<p>Family Meals</p> <p>Standards</p> <p>Health & Fitness RL2.1; RL2.4; RI2.6; RI2.7; L2.4b; H1.N4.2; H2.N6.2; H5.N6;</p> <p>English Language Arts SL2.1a,b,c; SL2.2: SL2.3; SL2.4</p>	<ul style="list-style-type: none"> Discuss the importance of eating together Explore how they can be part of a family meal Make a healthy meal together which includes a variety of fruits or vegetables. 	<p>Book <i>We Love the Company</i> by Angela Russ-Ayon</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u> My Plate poster</p>	<p>Recipe Rainbow Pasta Salad</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity</p> <ul style="list-style-type: none"> Hokey Pokey/Dancing Dice/Brain Booster <p><u>Writing prompt</u></p> <ul style="list-style-type: none"> You're the Chef! <p><u>Word Search</u></p> <ul style="list-style-type: none"> Family Meals Word Search <p><u>Newsletter</u> for Parents</p>
<p>Food from the Earth</p> <p>Standards</p> <p>Health & Fitness H2.N6.2</p> <p>English Language Arts RL1,5,7; RI1,3-4,6,8; SL1-4,6</p> <p>Integrated Science 2-LS2-1; 2LS4-1</p>	<ul style="list-style-type: none"> Learn how nearly all of our food begins with seeds, even protein, grain and dairy foods. Discover how soil, sun, and rain help to make seeds and plants grow. Discover the organisms living in the soil and why they are important to making soil healthy. Learn how the earth provides soil, sun, and water to plants which provide food and oxygen for people and animals. 	<p>Book <i>Seed, Soil, Sun</i> by Cris Peterson</p> <p><u>Vocabulary</u></p> <p><u>Nutrition Activity</u> Garden in a Glove</p>	<p>Recipe</p> <ul style="list-style-type: none"> Taste of 1-3 edible seeds <p>Optional:</p> <ul style="list-style-type: none"> NERI: <i>I Tried It</i> sticker 	<p>Physical Activity Brain Booster</p> <p><u>Writing prompt</u> What Affects Plant Growth?</p> <p><u>Worksheets</u> Plant Parts worksheet Seed Planting Activity</p> <p><u>Newsletter</u> for Parents</p>
<p>Fruits & Vegetables</p> <p>Standards</p> <p>Health & Fitness H1.N1.2b;H1.N4.2, H1.N5.2; H2.N6.2</p> <p>English Language Arts RL1-3; RI1,2,6,8-9; W1-2; SL1-4,6</p>	<ul style="list-style-type: none"> Describe the importance of trying a variety of foods. Identify new fruits and vegetables. Understand why eating fruits and vegetables is important for healthy bodies. Understand that farmers grow the fruits and vegetables we eat by getting them to farmers' markets and grocery stores 	<p>Book <i>Why Do I Need to Eat Fruits and Veggies?</i> by Johanna Pomeroy-Crockett</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u> 5 Food Group Stickers</p>	<p>Recipe Vegetable kebabs OR Fruit Kebabs</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity On the Farm or Dancing Dice</p> <p><u>Writing prompt</u> My Grocery List Letter</p> <p><u>Worksheet</u> Five Food Groups Farm/stickers</p> <p><u>Newsletter</u> for parents</p>

Grade 2 Scope and Sequence page 2 of 2

Title/Theme Academic Standards	Objectives	Book Activity/ Teaching Tools	Food Tasting Activity	Physical Activity Handouts and Worksheets
<p>Keep Your Body Moving</p> <p>Standards Health & Fitness H1.N1.2a;H1.N1.2c; H1.N4.2 English Language Arts SL2.1a,b,c;SL2.;SI2.3; SL2.4;RL2.1;RL2.6; RL2.7; RL 2.8</p>	<ul style="list-style-type: none"> Learn the importance of being physically active. Learn the importance of drinking plenty of water every day. Discuss ways to be physically active. Practice being physically active. Understand why the body needs to rest each day to get ready for a new day. 	<p>Book <i>The Busy Body Book</i> by Lizzy Rockwell</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u> MyPlate Poster Music/player</p>	<p>Food Tasting Oliver’s Milkshake</p> <p><u>Alternative for 30 minute class</u> Water</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity Fit Sticks, Dancing Dice or Musical Chairs Game/Food and Activity Cards</p> <p><u>Writing prompt</u> Keep Your Body Moving!</p> <p><u>Worksheet</u> Let’s Play Word Search</p> <p><u>Newsletter</u> for parents</p>
<p>Picky Eaters</p> <p>Standards Health & Fitness H2.N6.2; H5.N6 English Language Arts RL1-5,7; RI1,6,8; SL1-4,6</p>	<ul style="list-style-type: none"> Describe the importance of trying different foods. Identify new fruits and vegetables. Understand the importance of being physically active. 	<p>Book <i>The Seven Silly Eaters</i> by Marla Frazee</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u></p>	<p>Food tasting – Round foods: Name that Food!</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity On the Farm, Go Bananas, or Dancing Dice Game</p> <p><u>Writing prompt</u> Explain to a Picky Eater why it’s important to try new foods</p> <p><u>Worksheet</u> (opt) Snack Attack</p> <p><u>Newsletter</u> for parents (no recipe)</p>
<p>Whole Grains</p> <p>Standards English Language Arts RL1,2,4,5; RI1,3,4,6,7; W8; SL1-4,6</p>	<ul style="list-style-type: none"> Learn how bread and grain products are made. Discover which foods are included in the grains food group. Identify the parts of a whole grain. Identify why whole grains keep us healthy 	<p>Book <i>Bread Comes to Life</i> by Gary Paulsen</p> <p><u>Vocabulary</u></p> <p><u>Teaching Tools</u></p> <ul style="list-style-type: none"> MyPlate Poster Whole Grain food models Whole Grain diagram Whole Grain board Whole grain seed packets Voting Sticker, Taste test 	<p>Quesadillas or Trail Mix</p> <p>Optional: NERI: <i>I Tried It</i> sticker</p>	<p>Physical Activity On the Farm or Go Bananas or Dancing Dice</p> <p><u>Writing Prompt</u> Write descriptive words for each type of whole grain tasted</p> <p><u>Worksheet</u> Whole Grains Word Search</p> <p><u>Newsletter</u> for parents</p>

Supplies Lists



The following supplies are needed to carry-out the hands-on activities and food demonstrations included in all curriculum lessons. Most supplies can be found in a typical classroom, office, home or can be purchased at a low cost. Individual supply lists are also included in each lesson.

Lesson Supplies (In addition to the handouts and visuals supplied in the Appendices)

- Access to chalk board or dry erase board and chalk/markers
- Foam cube OR small box (optional)
- Tape
- Classroom chairs (one for each child)
- Music (optional, but well received by Grades 1 and 2)

Food Demonstration Supplies (In addition to the food needed for each individual tasting)

- Napkins
- Small plates or 2-4 ounce paper cups
- Large mixing bowl
- Mixing spoons
- Serving spoons
- Forks
- Colander
- Can opener
- Plastic knives
- Cutting boards
- Measuring cups and spoons
- Sandwich baggies
- One of the following: microwave, electric skillet, toaster oven
- Hand sanitizer or soap and water

Lesson Books

Many of the books included in this curriculum will be available at the local library. If a particular book is not available, try an alternative suggested title. An alternative book list for grades 1 and 2 is provided below. Price was a major consideration when selecting books for this curriculum. Most of the recommended and suggested books can be purchased for less than 10 dollars. For programs working with SNAP-ED, books can be acquired through a SNAP-ED educator.

Grade 1 Vocabulary List from Selected RFH Literature



Lesson	Vocabulary words introduced and discussed
Fruits and Vegetables	Baguettes Cloistered Moolah Mahi Mahi
Food from the Earth	Moist Root Stem Leaves Flower Fruit Anchor Photosynthesis Minerals Pollen Edible
Keep Your Bodies Moving	Flexible Balanced diet Disappointing Get fit Fitness Vanished
Family Meals	Chickpea Cafeteria (cah-fay-tare-ee-uh) Empanada Fiesta Gazpacho Paella (pie-ay-uh) Pollo (poyo) Sardinas Sevillanas (say-vee-yanas)
Picky Eaters	Fussy Difficult Certainly Nibble Peak
Whole Grains	Factory, flour vs. flower, rustling, ground (grind vs dirt); disks

Grade 2 Vocabulary List from Selected RFH Literature

Lesson	Vocabulary words introduced and discussed
Fruits and Vegetables	Energy Visitor
Food from the Earth	Soils Silt Sand Bacteria Castings Organisms Oxygen Germinate
Keep Your Bodies Moving	Bronchi Inhale Exhale Absorb
Family Meals	Place setting Utensils Rude Unsteady Portion Fare (vs. fair) Amused Excused Cherish
Picky Eaters	Patiently Murmur Opinions Bellowed Strain Peck poached Eggs Persnickety Appetite Depressed
Whole Grains	Scratch Sowing Shoots Yield Chaff Threshing box Knead (vs. need)

Other Books by Lesson Theme for Grades K-2



When substituting books, the lesson objectives still need to be met. Using alternate books may also affect the Academic Standards Alignments.

THEME

Family Meals

ALTERNATIVE BOOKS

Feast for 10 by Cathryn Falwell

Cook-A-Doodle-Do by Janet Stevens and Susan Stevens Crummel

Eating Fruits and Vegetables

Count on Pablo by Barbara deRubertis

Soup Day by Melissa Iwai

Tops and Bottoms by Janet Stevens

Food from the Earth

From Seed to Pumpkin by Wendy Pfeffer

Dirt: The Scoop on Soil by Natalie M Rosinsky

Water, Weed, and Wait by Edith Hope Fine and Angela Demos Halpin

Keep Your Body Moving

My Amazing Body by Pat Thomas

Picky Eaters

D.W. The Picky Eater by Marc Brown

Whole Grains

Bread, Bread, Bread by Ann Morris

Pancakes, Pancakes by Eric Carle

Everybody Bakes Bread by Norah Dooley

Bread is for Eating by David and Phillis Gershator

Tips for Reading Aloud



Reading aloud to children has the potential to increase their motivation, engagement, and comprehension if and when read aloud activities are interactive.

Using the key elements of interactive read-aloud sessions will help you develop an engaging read aloud experience for youth of all ages (Fisher, Flood, Lapp and Frey, 2004):

1. Text selection
2. Preview and practice
3. Establishing a clear purpose
4. Modeling fluent reading
5. Animation and expression
6. Discussing the text
7. Independent reading and writing

Read Aloud Tips and Strategies

- Select text that is appropriate and interesting for your audience. Appendix A provides an alternative book list, for Grades 1 and 2.
- Review the book and practice reading aloud.
- Show children the cover of the book they will be reading. Determine pre-reading activities.
 - Activate prior knowledge on the topic
 - Provide relevant vocabulary. Vocabulary lists by grade level for the selected literature follows in this Introduction.
 - Make predictions regarding what the book will be about
- Show children the words. For younger audiences, run your finger along the words as you read.
- Talk about the pictures. This works well particularly for younger audiences when reading more advanced literature. You don't have to read the book to tell a story.
- Make the story come alive. Create voices for the story characters and use physical animation to tell the story.
- Let the children tell the story. Have them take turns reading aloud or act out different characters or scenes. This works particularly well for older audiences when reading simple text.
- Ask questions about the story. What do you think will happen next? What is this? Let the children ask questions at certain times during reading.
- Place a sticky note on pages where you would like to stop and discuss.
- Determine post-reading activities. The Activities Appendix in this curriculum has age-appropriate activities that can be used to extend the messages from the book and make the connection to real life.
- When possible, partner older children with younger children to read and learn together.
- Have FUN!

Linking to the Classroom Curriculum

This curriculum is intended for use by University of Maryland Extension, SNAP-ED nutrition educators, elementary classroom teachers, after-school providers, librarians, and other community collaborators. While its use is vast, we realize that school-based programming requires a predominant focus on the state curriculum objectives. The University of Maryland did not provide the alignments to specific curriculum objectives. The RFH lesson should be tailored to meet the goals and objectives of the teacher. We encourage classroom teachers to employ before, during, and after reading activities to meet desired language arts objectives.

Washington State Learning Standards

Each of the 12 lessons standardized in Washington State, Grades 1 and 2 are aligned with the Common Core English Language Arts and Health and Fitness Standards (2016). Where other curriculum standards are met, such as social science and integrated science, they have also been added.

When approaching school principals and/or teachers, these alignments provide certified teachers with the information needed for acceptance into the school enrichment day.

WSU Read for Health – WSU Edition Pilot Evaluation Summary

WSU Extension SNAP Ed decided to adopt the Read for Health Curriculum, (University of MD) in FY2015. A committee of three local County Extension SNAP Ed Managers stepped forward to pilot six of the 12 lessons contained in the curriculum. The fourth member of the committee was the WSU State SNAP-Ed Program Coordinator. Because the original curriculum had 12 lessons and lesson learning level varied from pre-school through Grade 5, WSU Extension chose the lessons and books that fit best with their experience with the K-2 audience. Due to the emphasis at the primary levels on literacy curriculum components in Washington State Schools, a certified teacher joined the RFH curriculum team to assist with the Academic Standards alignments for each lesson.

The six lessons were piloted initially in the spring 2015. Two on-site workshops were held to draft lesson content to include the needed variations for K-2. Each of the three local members assumed writing 6 lessons each: 2 themes at each of the 3 grade levels (K-2). During the winter of 2015-16 the lessons were piloted by county Extension SNAP-Ed units that expressed interest in using the curriculum for K-2. Six counties and 18 educators participated. Quantitative evaluations were completed by classroom teachers (n=53) and over 250 parents (26% return rate) of the youth receiving the newsletter (see summary tables below). Qualitative feedback was obtained through an electronic type 'focus group' of those educators who implemented the lessons. Common themes from the feedback related to book appropriateness for age level, timing of lesson (some had 30 minutes; others 45-60 minutes to deliver each lesson), and the need for inclusion of Washington State Academic Standards in order to have access to the school enrichment day. These recommendations and considerations were included into the final format and content of the *Read for Health – WSU Edition* lessons for Grades 1 and 2. Given that counties had other curricula to use with Kindergarten and outreach to that level was far lower than for Grades 1 and 2, only the latter were pursued in the final lessons completed for FFY2017.

Table 1. Summary of RFH Pilot Data of Teachers Observation Surveys (n=53)

Metric /Indicator	% Observed Positive Behavior Change	% Observed Increased Awareness through Verbal Expression
Students ...		
Make healthier meal or snack choices	71	87
Were more willing to try new foods.	58	53
Increased fruit and vegetable consumption	71	84
Increased physical activity	38	49
Showed more consistent hand washing before eating	54	50
Used skills learned to assess the relationship between food choices and health	67	59
Teachers...		
Talked about or modeled relevant behaviors in the classroom	94	
Adopted one or more of the nutrition practices.	83	

Table 2. Summary of RFH Pilot Data of Parents (n = 252) of Youth Receiving RFH Newsletters in 47 Classrooms

Metric /Indicator	% Observed Positive Behavior Change
Parents reported...	
Reading the newsletter and handouts brought home	80
Buying healthier snacks for child to eat	66
Increased fruit and vegetable consumption	69
Increased physical activity	59
Showed more consistent hand washing before eating	54

References



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