

How to Use the Six Blocks with the Happy, Healthy Me Unit



This is optional. It is included for a teacher to see how to integrate the six blocks with the Happy, Healthy Me and what a daily schedule would look like.

Read Aloud in the Happy, Healthy Me Unit

The teacher reads aloud to all students literature (fact or fiction) about nutrition, exercise, and healthy habits. **Suggested** readings:

Cloudy With A Chance of Meatballs by Judi Barrett
Pickles to Pittsburgh by Judi Barrett
Why Do I Eat? by Rachel Wright
Milk Makers by Gail Gibbons
Popcorn Book by Tommie de Paola
Eating Vegetable Soup by Lois Ehlert
Bread, Bread, Bread by Ann Morris
The Giant Jam Sandwich by John Lord
Eating the Alphabet by Lois Ehlert
Bread and Jam for Frances by Russell Hoban
Who Stole the Cookies from the Cookie Jar? by Bonnie Lass
Penelope Penguin's Pancake Party by Debbie Pollard
The Very Hungry Caterpillar by Eric Carle
Stone Soup by Marcia Brown
Gregory, the Terrible Eater by Mitchell Sharmat
What Happens to a Hamburger? by Paul Showers
Five Kids & A Monkey Solve the Great Cupcake Caper : A Learning Adventure About Nutrition and Exercise by Nina M. Ricco
Let's Exercise by Alice B. McGinty
Movin' and Groovin' : Fun Exercises to Do Any Time and Any Place-Plus Nutrition Tips, Yummy Recipes, and More! by Peggy Buchanan, Linda Schwartz
Smoking Stinks by Kim Gosselin
Good Hygiene by Alice B. McGinty
Sleepy Bears by Mem Fox
The Flea's Sneeze by Lynn Downey and Karla Firehammer
Sleepy Book by Charlotte Zolotow, Stefano Vitale
Dr. Seuss' Sleep Book by Dr. Seuss
Wash Your Hands! by Tony Ross
Germs Make Me Sick! by Melvin Berger
Germs! Germs! Germs! by Bobbi Katz



* I always ask my school librarian to help find these books for my theme library. These books are read during the Read Aloud block and then are available for Self-Selected Reading. Add others to the list if you like!

*See The Teacher's Guide to the Four Blocks by Patricia Cunningham for other ideas to use with Read Aloud.

Shared Reading in the Happy, Healthy Me Unit

Shared Reading is a part of the Guided Reading Block. Shared Reading is the whole group instruction where the teacher models the reading process with Big Books while students participate. Repeated readings of the same books deepen and reinforce students' understanding of phonological awareness, concepts of print, phonics, vocabulary, and sense of story.

Some suggested books for Shared Reading that go with the Happy, Healthy Me unit are:

The Hungry Giant By Joy Cowley
Mud Soup By Lindsay Nesheim
Monster Party By Cricket Rolmer
Grandpa, Grandpa By Joy Cowley

Poems and songs written on chart paper and hung around the room make excellent Shared Readings. Here is a list of songs and poems used throughout the Happy, Healthy Me unit *:

Everybody Needs a Heart
Easy As 1,2,3!
A Shopping Song
Snack Time Song
Snack Attack
When You Have to Sneeze
Scrub-a-Dub



*Add other poems and songs to the list.

*See The Teacher's Guide to the Four Blocks by Patricia Cunningham for other activities with Shared Reading.

Self-Selected Reading in the Happy, Healthy Me Unit

Self-Selected Reading is multi-level where children choose what they want to read appropriate to their independent reading level. It also builds confidence and motivates students as readers.

The Gingerbread Boy by Harriet Ziefert
More Spaghetti I Say! by Rita Golden Gelman,
Bubble Gum In the Sky by Louise Everett,
Nibble, Nibble, Jenny Archer by Ellen Conford
The Magic Porridge Pot by Harriet Ziefert
Mr. Putter and Tabby Pour Tea by Harriet Ziefert
Candytown by Joanne Mattern
The Turnip by Harriet Ziefert
Green Eggs and Ham by Dr. Seuss
Peanut Butter and Jelly: A Play Rhyme by Nadine Westcott
Whole Stole the Cookies from the Cookie Jar? by Bonnie Lass
Lunch by Denise Fleming



These books are just a few easy readers for first graders to read during Self-Selected reading. I always move books from the Read Aloud basket into the Self-Selected Reading baskets so it is multilevel. Add others to the list!

*See The Teacher's Guide to the Four Blocks by Patricia Cunningham for other activities to use with Self-Selected Reading.

Guided Reading in the Happy, Healthy Me Unit

The purpose of Guided Reading is to teach comprehension strategies. It is a small-group, instructional process that bridges the gap between Shared Reading with the whole class and independent reading. The teacher groups students according to their reading ability. This makes it easier to address students with similar needs, while at the same time focusing on specific strategies appropriate for the students' instructional levels. The teacher needs multiple copies of books, in fact a six-pack works best!

Suggested readings for the different levels:

Emergent-

The Birthday Cake by Joy Cowley
Huggles Breakfast by Joy Cowley
The Picnic by Joy Cowley
The Chocolate Cake by Joy Cowley
What's For Lunch? by Joy Cowley
The Bicycle by Joy Cowley
A Monster Sandwich by Joy Cowley
I Can Jump by June Melser
Good to Eat by Rebel Williams
Time for Sleep by Rebel Williams

Upper Emergent

The Giants Lunch by Joy Cowley
Gulp! by Joy Cowley
Bread by Joy Cowley
Whose Eggs Are These? by June Melser
The In-Line Skates by David Cim
The Cooking Pot by June Melser
Oatmeal by Joy Cowley
Carrots, Peas, and Beans by Joy Cowley
Pancakes by Joy Cowley
Hide and Seek by Ian Martin



Guided Reading continued

Early Fluency

The Hungry Monster by Joy Cowley

The Pie Thief by Joy Cowley

The Ghost and the Sausage by Joy Cowley

Soup by Joy Cowley

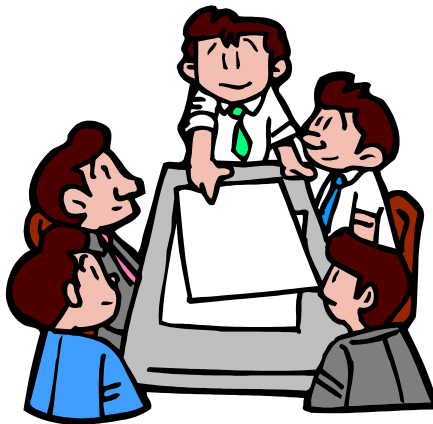
Fluency

Berenstain Bears and Too Much Junk Food by Jan and Stan Berenstain

D.W. The Picky Eater by Marc Brown

The Magic School Bus Inside Ralphie: A Book About Germs by Joanna Cole

Popcorn by Joy Cowley



*I have written grants to get these Wright Group books, or asked for Title 1 money to purchase them.

*See The Teacher's Guide to the Four Blocks by Patricia Cunningham for other activities in Guiding Reading.

Working With Words in the Happy, Healthy Me Unit



In Working With Words, the children learn to read and spell high-frequency words, apply phonemic awareness strategies and learn vocabulary.

Suggested Word Wall Words: food, eat, nutrition, milk, healthy, snacks, tobacco, germs, pyramid, meat, vegetable, fruit, sweets, sandwich, fats, bread, lunch, dinner, breakfast, cake, exercise, sleep, energy, smoking, etc...

Word Families

| | | | | | |
|-------|-----|------|--------|-------|------|
| eat | at | ake | unch | eep | ean |
| meat | fat | cake | lunch | sleep | bean |
| heat | mat | bake | bunch | keep | Dean |
| treat | rat | fake | munch | peep | Jean |
| beat | cat | make | hunch | weep | wean |
| neat | hat | sake | punch | jeep | lean |
| seat | bat | take | brunch | beep | mean |
| | sat | wake | | | |
| | Nat | Jake | | | |

Making Words:

vegetables
breakfast
nutrition
exercise
smoking

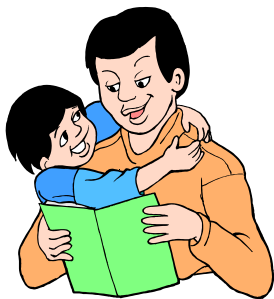
*See [The Teacher's Guide to the Four Blocks](#) by Patricia Cunningham for other activities with these words.

Writing in the Happy, Healthy Me Unit



Writing is integrated into each lesson. This is a good time for students to complete journal writings that they did not get to finish during the Happy, Healthy Me lessons. Use the author's chair for sharing journal entries. In shared writing or mini lessons, always model writing lessons from students' work and relate it to topics in the Happy, Healthy Me unit.

*See [The Teacher's Guide to the Four Blocks](#) by Patricia Cunningham for other activities with writing.

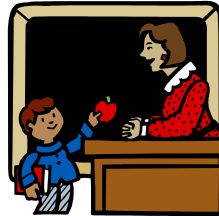


Literacy Link in the Happy, Healthy Me Unit

Make sure students take home books to read everyday and record what they read in a reading log. Students always want to read the books at home that you are reading in school, so make sure you have a good check-out system. I check reading logs every Monday and Tuesday to make sure students are completing them.



First Grade Six Block Schedule for Happy, Healthy Me



| | |
|-------------|------------------------------------------------------------------------------------------------------------|
| 8:00-8:20 | Read Aloud (calendar; morning message, poems, songs and books selected from Happy, Healthy Me) |
| 8:20-8:45 | Shared Reading Whole Group |
| 8:45-9:45 | Guided Reading Small Groups with Centers |
| 9:45-10:00 | Break |
| 10:00-10:25 | Working With Words |
| 10:25-10:55 | Writing Block: 1. Shared Writing Mini-lesson 2. Journals 3. Conferencing 4. Author's Chair |
| 10:55-11:25 | Special Area PE, Music, Art |
| 11:25-12:00 | Math Block |
| 12:00-12:25 | Lunch |
| 12:25-12:50 | Read Aloud/Self-Selected Reading |
| 12:50-1:40 | Science & Health Unit: Happy, Healthy Me |
| 1:40-1:50 | Literacy Link/Book Check-out Dismissal Preparation |
| 1:50 | Dismissal |

Reading Log

Name: _____ Week of _____



*Reading at home helps your child become a better reader. Please read with your child for ten minutes every night and record it on the book log.

| Date | Title of book | Author | Pages Read | Parents Initials |
|------|---------------|--------|------------|------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |