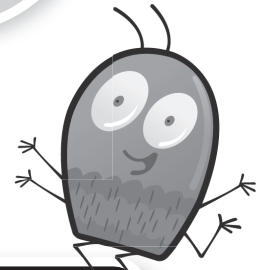


**Funny Bone Readers**

# **Living Healthy**



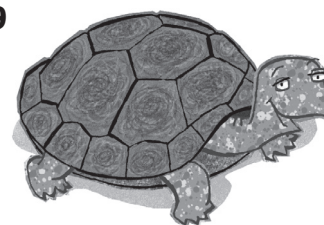
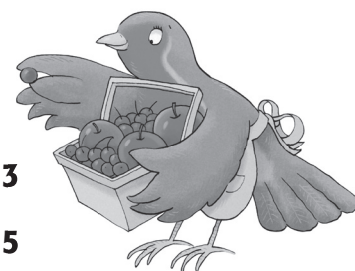
## **Lesson Plans and Activities for School and Home**

**Includes Pre/Post Test and  
Take-Home Certificates**



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Guided Reading (GR) levels are based on the work of Irene C. Fountas and Gay Su Pinnell.  
 Developmental Reading Assessment (DRA) is based on the assessment developed by Joetta Beaver.  
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 Leveling and Literacy Consultant: Linda Cornwell

Name \_\_\_\_\_

## Pre/Post Test

**Read each sentence. Does it show a healthy lifestyle?  
Write YES or NO.**

- \_\_\_\_\_ 1. A new girl in school does not speak your language well. You ask her to sit with you at lunch so you can find out more about her.
- \_\_\_\_\_ 2. Your little brother does everything you do. So you teach him to break rules so that he gets in trouble.
- \_\_\_\_\_ 3. An older boy tells you to give him your backpack. You are scared of him. You walk away and find other children to talk to.
- \_\_\_\_\_ 4. On the school bus, a girl hits the smaller children. You and your friends let the small children sit with you so she can't hit them.
- \_\_\_\_\_ 5. Your friends want to ride bikes but you don't have your helmet. You put on a baseball cap and ride along.
- \_\_\_\_\_ 6. Your mom asks you to stay in the yard with your sister. Your friends pass by on their way to play a new video game. You stay with your sister.



- \_\_\_\_\_ **7.** A friend has a hamburger party. You do not eat meat. You bring mushroom pizza to share with your friend and the others.
- \_\_\_\_\_ **8.** After a hot day playing baseball, you drink a cold soda to cool off.
- \_\_\_\_\_ **9.** A girl who can not hear comes to your school. It is okay that you and your friends talk about her because she can not hear you.
- \_\_\_\_\_ **10.** After dinner you are sleepy. You decide to go to bed without brushing your teeth. You brushed that morning.
- \_\_\_\_\_ **11.** You are too small to hit the ball far. You do not get picked to play softball. You decide to practice hitting and try again.
- \_\_\_\_\_ **12.** Your friends want to go play in the park after school. Your favorite TV show is on, but you decide to go with them anyway.





## MENTAL HEALTH

Developing positive attitudes about ourselves and about others is a key aspect of the primary health curriculum. Young children can be affected by feelings of doubt and insecurity. And they can be influenced at a very young age by older children or peers. With FUNNY BONE READERS, you have an opportunity to help children discover it is healthy to feel confident about who they are, about their differences and similarities to others, and to choose their friends and role models wisely.

**Best in Show** gives readers a chance to recognize that everyone sees the world through their own eyes. At the dog show, does one judge like the shaggy dog best and another prefer the fancy poodle? Have a conversation with children about how we choose our friends? Do we choose our friends because we have something in common? What visible characteristics are different among us? This is an opportunity to discuss the differences in hair color, skin color, height, and other visible attributes that we use to make assumptions about each other. Celebrate what makes each person unique and learn to appreciate the differences among us.

**Pandas Help Out** can provide an opportunity to talk about how others influence our decisions about what is right and wrong. When Liam and Ling skip school and discover that no one can play with them, ask what lessons they learn from the others they meet along the way? Have a discussion about following rules and why it's best to follow the lead of others that provide healthy models of behavior. Make a connection to the lessons learned about working toward a goal and the way Liam and Ling turned their class activity into fun.





# Best in Show

Written by Barbara Bakowski

Illustrated by Fian Arroyo

**GR:** D **DRA:** 6 **Lexile:** 440L

**Total words:** 105 **Health Trait:** Mental Health - Appreciating Differences

**Character Connection:**

Caring, Respect

## Introduce the Book

It's a big day at the dog show. All of the dogs are groomed and bathed. And they are on their best behavior for the judges. But who will be selected as the most special dog of all? Let's read together to find out who is going to be the Best in Show.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone of the rhyming pattern as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook.

**Before Reading:** Ask children if they have ever been to a dog show or watched a dog show on television. Discuss what happens at a dog show.

**Pages 2-3:** Have children count the number of dogs shown (8). Ask them to say one thing they see that is special, or unique, about each dog in the picture. Write their responses so children can see the list.

**Pages 4-8:** As the book is read, note with children the characteristics mentioned in the story. Write these new words on the list (*example: fluffy, proud, friendly, black, tall*)

**Pages 9-11:** As these pages are read, stop to ask if children notice anything funny here? (*the dogs all look like their owners*)

**Page 12:** Ask children if they think the judges will see special, or unique, features in the dogs they are judging?

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Why do you think every dog has a number 1 ribbon at the end of the story?
- Do you think it is fair that all the dogs were chosen as the best? Why or why not?
- Look at the picture at the end of the story, pages 14-15. Name differences between each of the dogs. Now, name things that are the same among the dogs. Do you think that all people are different from each other? Do we all share some of the same features?

## Making Connections

Have children discuss what makes each of them special. Explain that every person has different qualities and abilities that combine to make her or him unique. Unique abilities might include physical, social, artistic and emotional strengths.

**Language Arts:** Have children create an acrostic by writing their names vertically on a piece of construction paper. For each letter of their name, write a unique quality they possess. You may need to help children with difficult words. When finished, share their work with others. You might display their acrostic with their portrait drawing from the activity included here. Talk about how each child is unique and special. Also note shared qualities among the children.

**Art:** Use the reproducible activity on page 7 to have children draw their own face or portrait inside the frame. Then have the child write his or her name beneath. After the drawing is complete, and they have personalized the frames by coloring them in, post their work for others to see.

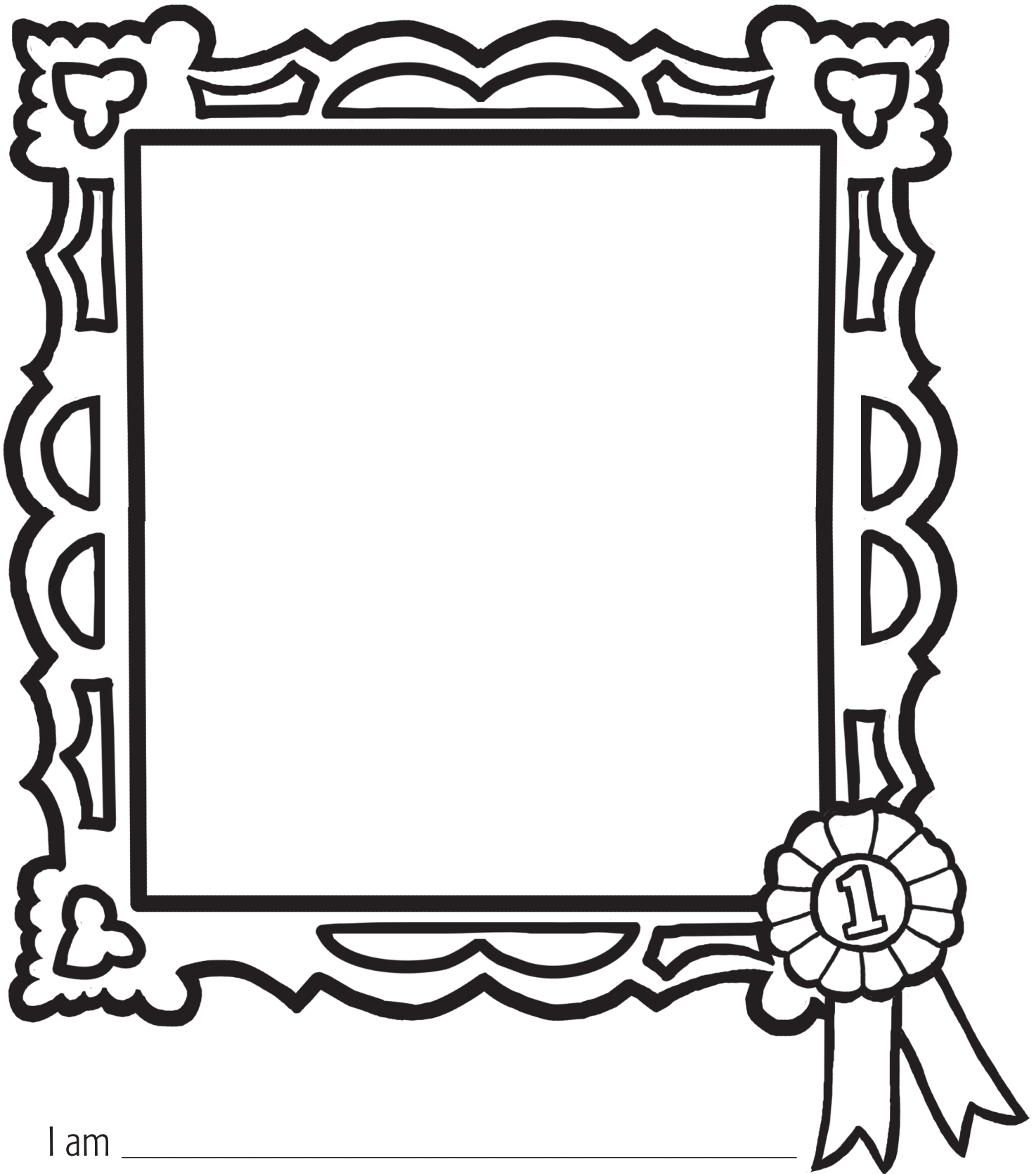
**Phonics:** Use the initial sound made by each child's name. Have other children (or the child) come up with as many special qualities as they can using words with the same initial sound. (*example: Keith = cute, careful, collects rocks*)



## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the story's phrases.

**I Am Unique!**



I am \_\_\_\_\_



# Pandas Help Out

Written by N. B. Grace  
Illustrated by Nigel Buchanan

**GR:** F **DRA:** 12 **Lexile:** 360L

**Total words:** 289 **Health Trait:** Fairness – Role Models

**Character Connection:**

Citizenship, Following Rules

## Introduce the Book

Have you ever been bored doing schoolwork? Well Liam and Ling are bored so they decide to skip school until they discover that everyone is busy doing something else. Let's read the story and find out what lesson Liam and Ling learn from the others.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone of the characters as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before you do shared reading. Most words in the story will be familiar to children and are likely to be in their oral vocabulary.

**Pages 2-5:** Have children identify any difficult words and help them with the meaning. Ask children if they think it is a good idea that the pandas are skipping school, or breaking a rule. What other rules do children have at school?

**Pages 6-9:** What are the tiger and leopard doing? (*planting a tree*) What are the otter and her friends doing? (*catching dinner*) Do you think Liam and Ling think these sound like fun chores? (*probably not*)

**Pages 10-13:** Ask children if they would rather do chores with others or alone? Will the pandas follow the advice of Wise Crane and help out like the others they met?

**Pages 14-15:** Have children tell you words that rhyme (*school/cool; cries/surprise; done/fun*). Ask them to come up with as many words as they can that rhyme with 'fun'.

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Have you ever broken a rule? How did it make you feel? How did Liam and Ling feel when they saw all the others working together and having fun?
- What lesson did the pandas learn from the others?
- Think about a time when you learned something important from an older person. It could be an older brother or sister, a parent or an older friend. What did you learn from them?

## Making Connections

Have children discuss how we learn about how to behave and how to act in different situations. Explain that when we learn from others, they become role models for us. They show us the role, or action, we should use for our own actions.

**Language Arts:** Explain that the story uses a lot of contractions, or two words joined together to form one word. (You may need to model a contraction for them.) Write down (or have the children write) all the contractions they can find so the whole class can see. Then have children say what two words make up the contraction.

p.3: *Let's* p.4: *Let's* p.5: *don't, they're* p.7: *You're, We're, We'll* p.8: *She's* p.9: *We're* p.10: *don't* p.11: *There's, Everyone's* p.12: *you'll* p.13: *don't, they're* p.14: *We're, don't*

**Phonics:** Pick one or two pages and have each child come up with as many words as they can that have the same sound as two rhyming end words on the page (page 11: pout and out, for example). You may want children to work in pairs.



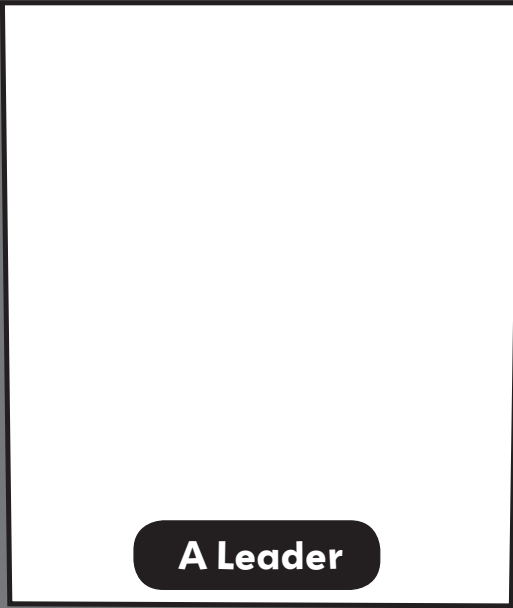
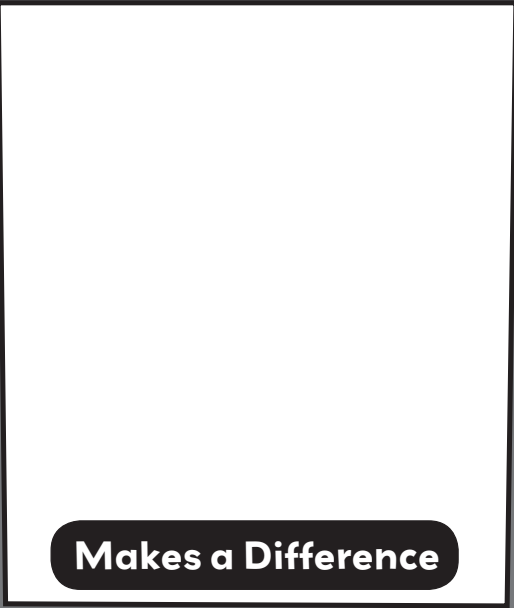
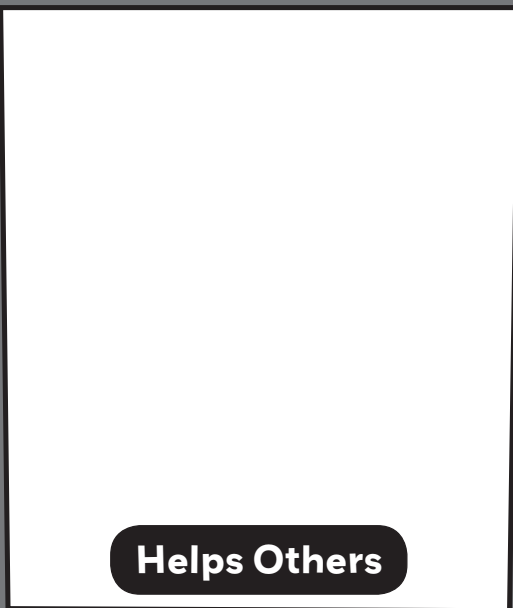
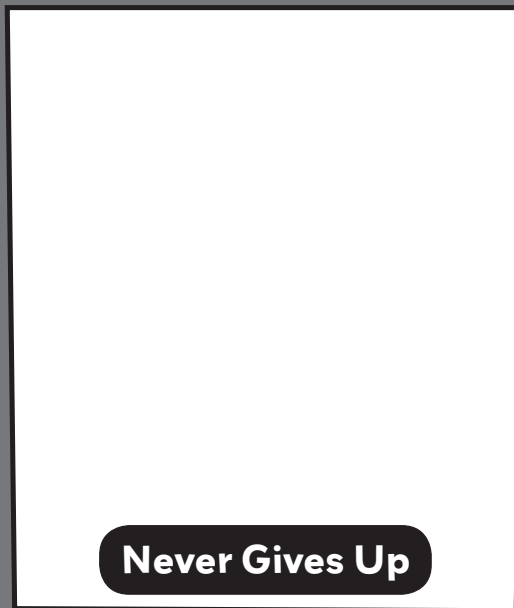
## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name \_\_\_\_\_

## My Role Models

Role models are people who set a good example. They are people we admire, or look up to. You might think of a role model as a hero. Draw or paste pictures of 4 people who are your heroes.

 <p><b>A Leader</b></p>	 <p><b>Makes a Difference</b></p>
 <p><b>Helps Others</b></p>	 <p><b>Never Gives Up</b></p>

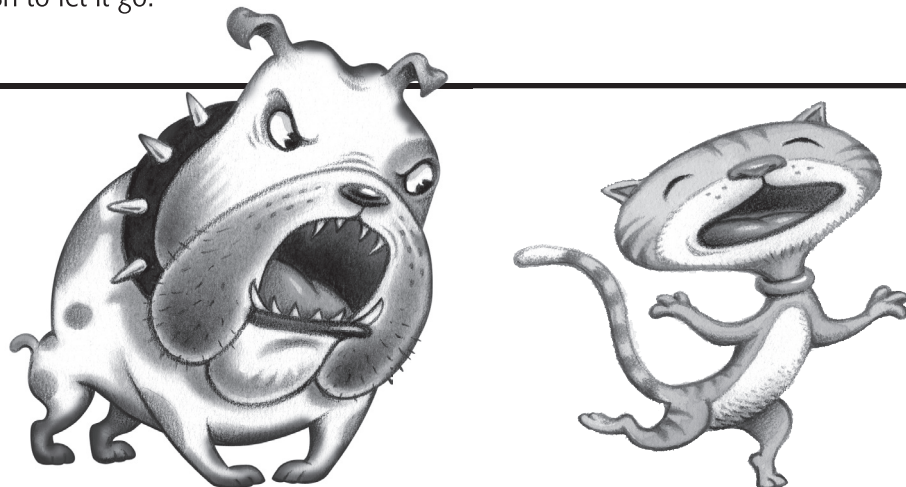


## BULLYING

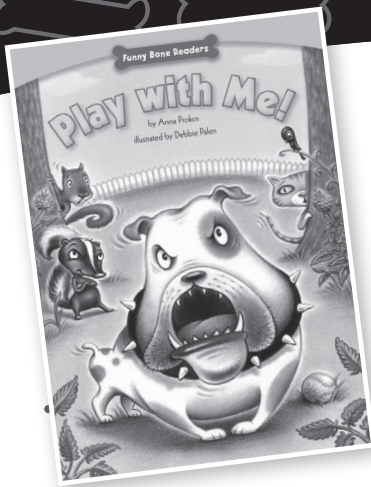
Children need the skills of expressing negative feelings in safe and productive ways. Young children need to be taught tools to deal with conflict and with their feelings. Children who are comfortable with positive social interactions feel more in control of their lives. It can be easier to teach social skills in groups. With FUNNY BONE READERS, children can learn to connect the positive values of treating each other with respect and taking responsibility for their own behavior.

**Attack of the Bully Bug** is a non-threatening way to discuss how some people behave in ways that scare or threaten others. Help children discuss what is bullying behavior. In the story, the bugs in Bugville work together to confront the bully. Talk to children about how important it is to tell others when they feel threatened. Talking to an adult or older sibling or friend is important and children need to know that getting help does not mean that they are tattling or they are weak.

**Play with Me** can help you have a meaningful discussion about how play can sometimes become bullying behavior. In the story, the characters who feel bullied have to control their feelings in order to walk away from Bulldog. But when Skunk begins to think about letting his anger overcome his ability to walk away, the friends step in to help resolve the conflict. Talk to children about the different feelings one might have when being bullied or teased. Help children talk about how getting revenge keeps conflict going. Practice the strategy of writing down or drawing your feelings on a piece of paper; then toss the paper in the trash to let it go.







# Play with Me!

Written by Anna Prokos  
Illustrated by Debbie Palen

**GR:** E **DRA:** 8 **Lexile:** 270L

**Total words:** 212 **Health Trait:** Bullying – Dealing with Feelings

**Character Connection:**  
Respect, Manners

## Introduce the Book

It's a beautiful day in the yard and Bulldog wants to play. But he doesn't know how to ask the others without hurting their feelings. Let's read to find out if Bulldog learns to be nice or if he continues to treat the others badly.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and feelings of the different characters as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook.

**Pages 2-3:** Ask if children notice differences in how Bulldog and Cat look from page 2 to page 3. Do you think Bulldog looks friendly on page 3? What word describes how Cat feels? (*scared*) What did Cat do? (*strolled away*)

**Pages 4-7:** The story says Squirrel answered Bulldog 'bravely.' Do you think Squirrel felt brave? What word tells you how Squirrel feels? (*sad*)

**Pages 8-9:** Who comes along now that Bulldog wants to play? (*Skunk*) What do you know about a skunk? (*answers will vary but should include that skunks spray a bad odor*) What word tells you how Skunk feels? (*upset*) Do you think it's a good idea to make Skunk upset?

**Pages 10-13:** What do Cat and Squirrel think will happen if Skunk gets angry? (*She'll spray Bulldog.*) Do you think Bulldog understands this? (*Yes, he's imagining it.*)

**Pages 14-15:** What is one word Bulldog says that you think makes the others feel like playing with him? (*sorry*) How does Bulldog feel now? (*happy*)

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Do you think Bulldog was being nice when he asked the others to play with him? How could he have asked in a different way? What word could he have used to make the others feel better? (*please*)
- Can you think of a time when you felt scared or sad but had to act brave?
- How did Cat and Squirrel handle their feelings when Bulldog bullied them? (*they said no to him and walked away*)
- Look at the picture at the end of the story, pages 14-15. Do Cat, Squirrel and Skunk look like they feel sad or upset or scared now? How do you think they feel now? (*happy*) Why?

## Making Connections

**Health:** On a large piece of paper, have each child write the word SAD. Below the word, have each child then draw pictures of three things or activities that make her or him happy. At the bottom of the paper, have the child write the word HAPPY. Remind children to think of these things when they feel sad so that they can feel better.

**Language Arts:** Explain that a sentence tells a complete thought. One type of sentence is an exclamation. An exclamation is a sentence that shows strong feeling. It ends with an exclamation point. Have children look through the story and find the exclamation sentences. Ask, "How do we know that these sentences show strong feelings by the character making the statements?" (*Because it says Bulldog barks or Cat shouts.*)

Have children practice writing the sentence – Play with me – using a period and an exclamation point at the end. Ask children to read both sentences aloud with the appropriate expression. Do they notice the difference in the sound of the statements? You might have different children 'bark,' 'growl' or 'snarl' the exclamation.



## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name \_\_\_\_\_

## How I Feel

Paste the circle on poster board. Color the sections. Attach the arrow with a small brad. An adult may help you. Display the Feelings Chart so that others can see it. Then turn the arrow to show how you feel each day.



**Family Note:** Help your child deal with their feelings by having an open and supportive conversation. Check in to find out why your child is angry or sad – or even happy! It is important for children to be able to share their feelings with an adult.





# Attack of the Bully Bug

Written by Jeff Dinardo

Illustrated by Jim Paillot

**GR:** F **DRA:** 10 **Lexile:** 320L

**Total words:** 180 **Health Trait:** Bullying – Helping Through Teamwork

**Character Connection:**

Trustworthiness

## Introduce the Book

Something is wrong in Bugville. But when the bugs work together as a team, they are able to solve the problem. Let's find out what is happening to bug the residents of Bugville.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and feelings of the different characters as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before reading.

**Pages 2-5:** What type of shop do you think Beetle has set up in Bugville? Look at the pictures to help you decide. (*makes or sews clothes; tailor*) When the ground shakes, how do you think the bugs feel? Are they sad, scared, or happy? (*scared*)

**Pages 6-9:** Why do you think the big bug is called Bully Bug? What does he do to act like a bully? (*takes their lunch*) Do you know what the word 'demanded' means? If someone 'demands' you to do something, how does it make you feel?

**Pages 10-13:** What did the bugs do with Beetle? (*made a giant bird costume*) Do you think they could have done this alone or was it better as a team? (*Since Beetle could sew/make things, it was better as a team.*)

**Pages 14-15:** How did the bugs in Bugville feel after Bully Bug ran away? (*happy, safe*).

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Were all the bugs in the story bullies? What did one bug do that made the others call him Bully Bug? (*demanded their lunch*)
- Do you think it was a good idea that the bugs stood up to Bully Bug? Why? (*It made him run away.*)
- What do you think Beetle means on page 10 when he says they will have to work as a team? Look at the picture on page 12 to help you find the answer. (*The bird costume needed a lot of bugs to make it work. He could not do it alone.*)
- Think of a time when you or someone you know was scared of a bully. Would you or your friend have had different feelings if there had been others to team up with?

## Making Connections

**Art:** Create a class mural. Decide on a theme with your children. Spread a large sheet of paper on the floor or attach it to a wall. Work together to create a piece of art based on the theme. You might choose to divide the class into small groups and have each group decide a theme for its mural. After the activity, have children share how they worked together to get the task done.

**Mathematics:** On a sheet of paper (or several sheets), write out as many arithmetic problems as you can. Be sure to leave space for children to write the answer. Divide the class into 2 groups and give each group a copy of the problems. When the teacher says 'Begin' a timer is set to 5 (or 10) minutes. In each group, student one answers a problem and passes the paper to the next child who answers a problem and passes to the next, etc. If all children answer a question, keep going in the same sequence until the timer stops. The group with the most correct answers wins.



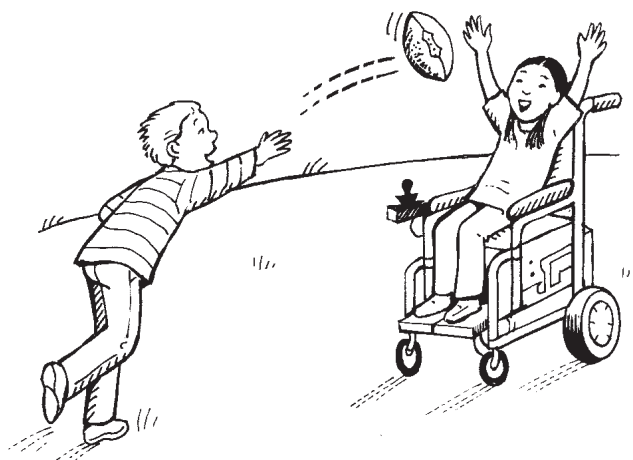
## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name \_\_\_\_\_

## 1, 2, 3 or Me!

Look at the pictures. Circle those that show teamwork.

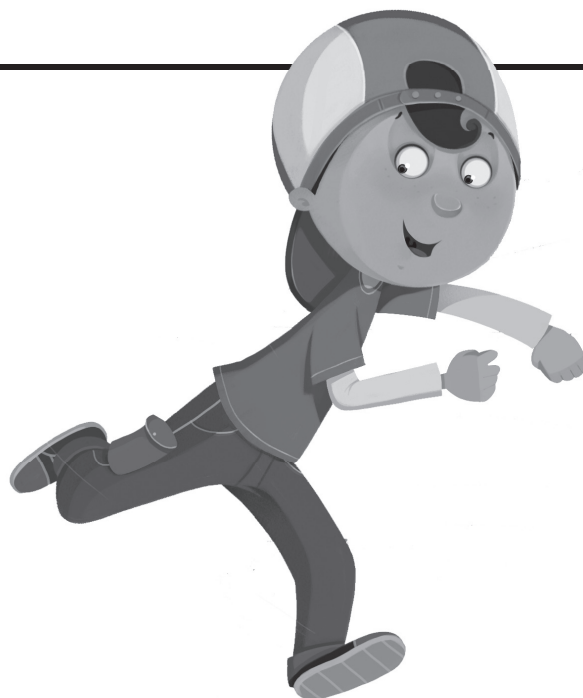


## SAFETY

As children grow up, parents and caregivers can't be around to protect them every moment. It is important to build a solid foundation with children to understand that rules are designed to protect them. With FUNNY BONE READERS, two important aspects of safety for children are addressed: the importance of a buddy system and the rules for bicycle safety.

**Bobby's Big Bear Hunt** provides an opportunity to discuss the importance of following rules and staying with your buddy. When Bobby decides to go off on his own in the woods, he soon wishes he had stayed closer to his sister Lizzie. Point out to children why it is important to have a buddy system in place. Discuss the importance of following rules about staying together to be safe.

**Not So Fast** demonstrates for young readers the rules of the road. When the friends decide to go to the park, each is reminded of a bicycle safety rule. Helping children remember to ride safely, whether on a bicycle or roller board, builds confidence and helps children conform to other types of rules. Ask children to recite the rules they read about in the book: wear sneakers, wear a helmet, don't carry items on the front handles, and stay out of the street.







# Not So Fast!

Written by Anna Prokos

Illustrated by Constanza Basaluzzo

**GR:** E **DRA:** 8 **Lexile:** 240L

**Total words:** 294 **Health Trait:** Safety – Bike Safety

**Character Connection:**

Following Rules, Responsibility

## Introduce the Book

Miguel and his friends decide to go to the park. But there are some important rules that everyone must follow before they go. Can you think of a rule for bicycle safety? Let's read and see if we find four rules for the four friends.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and feelings of the different characters as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by pointing to different children or have all children say aloud the phrases "Not so fast" and "It's not safe." For guided and independent reading, each child should have her/his own copy of the book.

**Pages 2-3:** How many friends did Miguel call? What does he mean when he says "Bring your wheels?" (*to come by bike, skateboard, or whatever they use to get around*)

**Pages 4-6:** What does Kelly do that is not safe? (*She's wearing flip-flops when riding her bike.*) What should she wear instead? (*sneakers*)

**Pages 7-9:** What does Jacob do that is not safe? (*He's wearing a baseball cap while riding his bike.*) What should Jacob wear instead? (*a helmet*)

**Pages 10-12:** What does Hanna do that is not safe? (*She's carrying a basket on the handlebars in front of her bike.*) What should she do instead? (*carry her items in a backpack*)

**Pages 13-15:** What does Miguel do that is not safe? (*He rides in the street with cars.*) What should he do instead? (*ride on the sidewalk*)

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- How many bike safety rules did we learn in the story? (4) Can you name them? (*Wear sneakers, not flip-flops; wear a helmet, not a cap; carry things in a backpack, not on the front; ride on the sidewalk, not in the street*)
- Do you think following the rules was a good idea? Did it cause the four friends to have less fun at the park? (*No, it made no difference and they arrived safely.*)
- Look at the picture at the end of the story, pages 14-15. What other rules can you think of to keep you safe when playing at the park?

## Making Connections

**Social Studies:** Bicycle safety education is a good time to teach young children to recognize the shapes and colors used for road signs. Ask children to help you make stop signs, bicycle yield signs, walk and don't walk signs, traffic signals (use green, yellow, and red construction paper) and place them in doorways or "intersections" at home or in the classroom. Then you can play and practice the rules of the road. Children can learn their left from right. You can teach them left from right by placing a sticker on the left hand and explain to always look in that direction first before crossing the road. (Note: While it is important to teach them about safety, primary-aged children do not have the maturity to understand how traffic works and should not be crossing the street without an adult or other responsible person).

**Online Resources:** Find tips and activities for teaching bicycle safety to children of all ages from Livestrong Foundation: <http://www.livestrong.com/article/119639-bike-safety-kids/>



## Interactive eBook

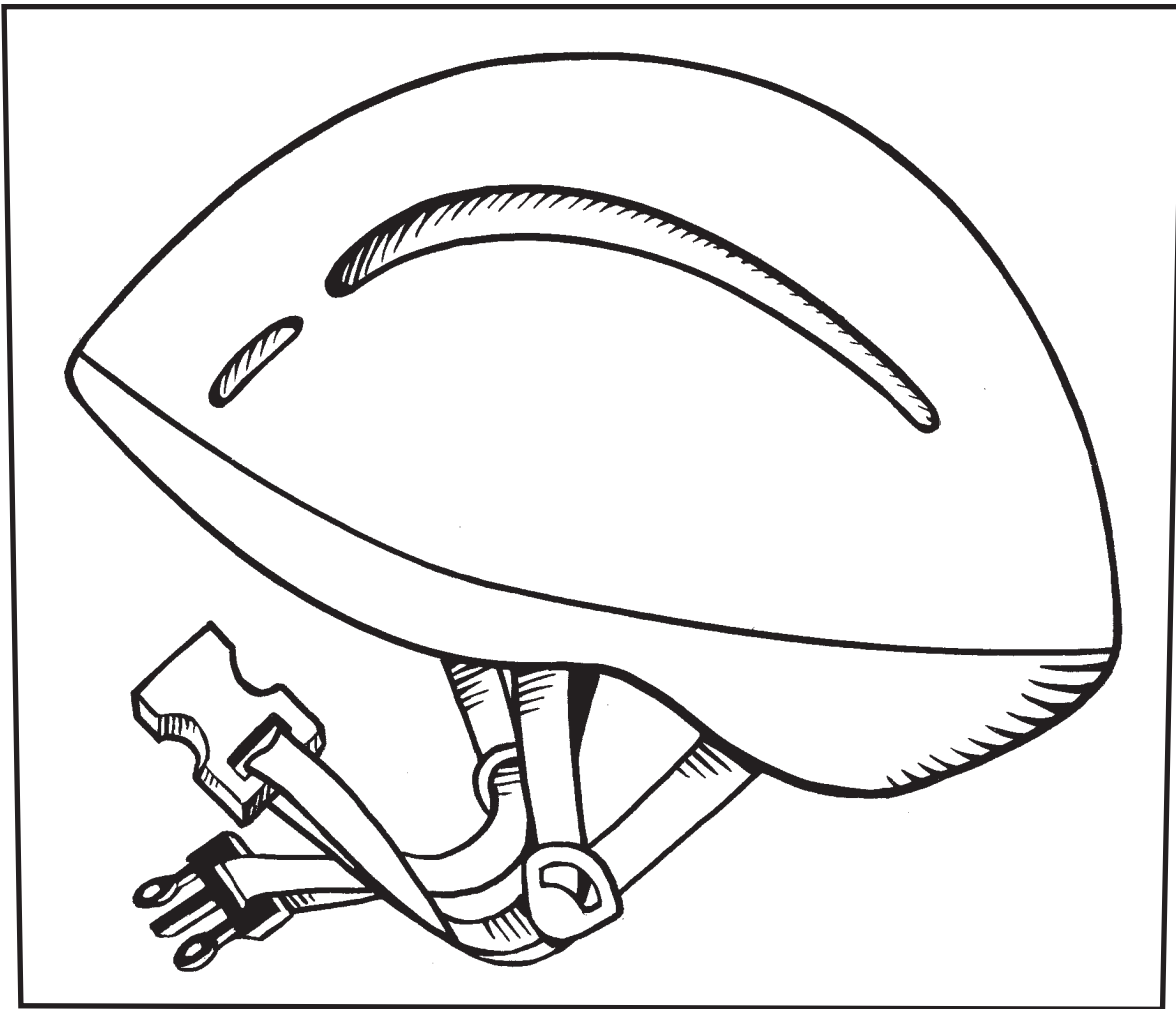
Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the repetitive phrases throughout the story.



Name \_\_\_\_\_

## My Helmet Rules!

Create your own awesome helmet. Draw a design and color it. Then, unscramble the words at the bottom and write the cool rule.



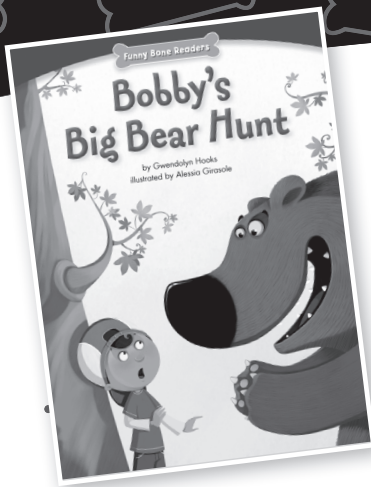
**RIGHT**



**WRONG**

epek ti gsun. epek ti veell.

Don't push your helmet back on your head. It's not safe!



# Bobby's Big Bear Hunt

Written by Gwendolyn Hooks

Illustrated by Alessia Girasole

**GR:** F **DRA:** 10 **Lexile:** 280L

**Total words:** 193 **Health Trait:** Safety – Buddy Systems

**Character Connection:**

Trustworthiness, Caring

## Introduce the Book

Look at the cover. What do we know about bears? Do you think it's a good idea for Bobby to be looking for them? In this book, Bobby and his sister are playing together. But Bobby decides to go off on his own. Let's read to find out what happens.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and feelings of the characters as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before reading.

**Pages 2-3:** Why do you think Bobby says he is not having fun? (*he's not catching fish*)

**Pages 4-5:** Who goes off on his own? (*Bobby*)

**Pages 6-9:** Bobby says he's not afraid. How do you think he feels when the trail disappears? When Bobby hears noises in the forest, how do you think he feels? Do you think he will run back to Lizzie?

**Pages 10-13:** What do you think Bobby is imagining when he hears noises? (*that it is a bear*) Who was it that was making the noises in the forest? (*Lizzie*)

**Pages 14-15:** Do you think Bobby learned his lesson about staying with a buddy? Why?

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- What does it mean to have a buddy? (*someone who watches out for you and who you help out too*) Can a buddy be a brother or sister? How about a friend or classmate?

- In this story, Lizzie tells Bobby that Dad says to stay together. Can you think of a time when a parent or teacher told you to stay together with another person? Why do you think they said that? (*so we didn't get lost; to stay safe*)
- What are some things you can do to be a good buddy to someone? (*help them; encourage them; be nice to them*)

## Making Connections

**Language Arts:** Have children write a Buddy Biography. Create a worksheet with the following information and have children interview a classmate. Write what they learn to these questions:

- First Name      Middle Name      Last Name
- Nickname (if any)
- Birthday
- Favorites: color, food, drink, outdoor activity, indoor activity, television show
- Pets (if any) and Names
- My dream is to:

Now have children write a story about their new friend. Have children share their stories aloud with each other.

**Character Education:** Play a name game to help children feel comfortable with each other. Have children sit in a circle and name a leader, someone to start and finish the game. Tell each child to pick a word that starts with the same letter or sound as their own first name. To begin the game, the leader will say a word he/she picks and then her own name, for example, Dashing Diane. Then, the person to the left of the leader repeats the name the leader said and adds her own. For example, the game will start off something like: Dashing Diane, Silly Sarah. Keep going around the whole circle of children until it comes back to the leader, who has to repeat all the names.



## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

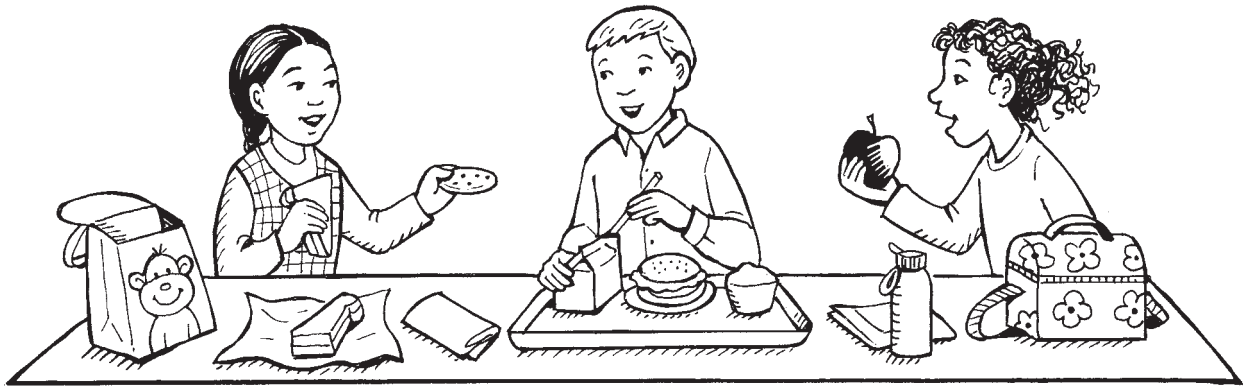
Name \_\_\_\_\_

## I Can Be a Buddy!

To be a buddy means to be a friend. Fill in the blanks below with words that show how you can be a buddy to Matt and Erin, new children at your school.

### WORD BANK

friends team share eat lunchroom



I will show Matt the way to the \_\_\_\_\_.

I will introduce Erin to my \_\_\_\_\_.

We will ask Matt to \_\_\_\_\_ with us at lunch.

On the playground, we will ask Erin to join our \_\_\_\_\_.

I can \_\_\_\_\_ my paper and markers with Matt and Erin.



### Bonus

Write a sentence with one more thing you can do to be a friend.

## NUTRITION

Making good decisions about what to eat and how to eat in a healthful way is an important part of living a healthy lifestyle. But there are several ways to give young children a good start. We all love snacks and teaching children that there is a variety of healthful foods to eat when snacking is key to controlling weight gain and sugar consumption. Just as fuel powers machines, some foods give us power to play and to work. With FUNNY BONE READERS, children will learn that making good food choices can be both fun and powerful.

**The Lucky Day Picnic** becomes a fun way for the friends to discover the variety of snacks each enjoys. Use this as an opportunity to talk about the importance of eating fruits, nuts, fish, grains. Have children talk about their favorite snacks and plan a healthy picnic. Help children come up with new snack foods to replace any that are not healthy choices. Make a plan to keep track of what snacks are eaten in a one-week period.

**The Runner King** demonstrates the problems of negative value foods, or those foods that take away energy instead of powering our bodies. In the story, the townspeople know that if they give the evil king sugary foods he will run out of energy before the race is over. Pearl has more energy because she was given power foods. Help children see the value of foods that keep them feeling strong and energetic instead of running low on energy like a toy with weak batteries.





# The Lucky Day Picnic

Written by Barbara Bakowski

Illustrated by Steve Cox

**GR:** F **DRA:** 10 **Lexile:** 620L

**Total words:** 184 **Health Trait:** Nutrition – Healthy Snacks

**Character Connection:**

Fairness

## Introduce the Book

Have you ever been to a picnic? There is often a lot of food at a picnic, right? Ricky Raccoon has decided to invite friends to a picnic. Let's find out what types of foods his friends bring along.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and pace of the rhyming pattern as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before reading.

**Pages 2-3:** Ricky asks his friends to bring a favorite snack to the picnic. What type of snack do you think the squirrel will bring? What do squirrels like to eat? (*nuts/acorns*)

**Pages 4-5:** Does Sam Squirrel gather what you thought he would bring to the picnic? (*yes, nuts*) What is Beryl the bear's favorite snack? (*fish*)

Do you hear words in the story that rhyme or have the same sound? Look at page 4. What words at the end of the lines have the same sound? (*treat/eat*) Listen for more rhyming words as we read the story.

**Pages 6-7:** Are you surprised that Reggie the rabbit likes veggies? What vegetables do you see? (*carrots, lettuce, beets, tomatoes*; *Note: melons and tomatoes are often classified as both fruit and vegetables!*)

**Pages 8-9:** What is Robin bringing to the picnic? What is another word we use to describe apples and grapes and cherries? (*fruit*)

**Pages 10-13:** Look at all the different foods at the picnic. What types of food do we see? (*fish, fruit, vegetables, nuts*) Does this look like a fun picnic?

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- What would be your favorite snack at this picnic?
- Think about what you ate for breakfast today. Do you think it was healthy? Was it a fruit or vegetable? Are there other types of foods that are healthy? Name some. (*children should name foods that are grains, dairy, some oils*)
- What is your favorite snack to eat? How do you think you would feel if this was the only thing you ever ate? Do you think it is important to eat a variety of foods like at the picnic? (*yes; more energy comes from eating nuts/grains, fruit and vegetables combined rather than snacking on one alone.*)

## Making Connections

**Science & Health:** (1) Use the **Food Cards** reproducibles with this lesson. Cut out the food cards. Place them in a paper bag so that there are enough cards for each child. (2) Make a T-Chart on the chalk- or whiteboard so all children can see. Write Healthy above one side; write Unhealthy above the other side. (3) One-by-one, ask each child to come to the front, take one card from the bag and tape it in the correct column on the T-Chart.

**Health:** Give each child a white paper plate. Have them create a healthful meal by looking through old magazines, cutting out foods, and gluing them onto their paper plate. Go on a virtual picnic: display the meals on a bulletin board covered with a fun plastic table cloth!

If children are not already familiar with different types of foods or the food pyramid, look for resources at <http://www.mypyramid.gov/kids/>.



## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.



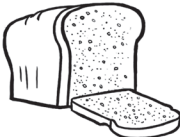







Name \_\_\_\_\_

## Foods to Know

Grains, vegetables and fruits are healthy foods we need each day. Put a ✓ in the correct box to show the group that each food is from. One item does not belong to any group. Cross it out!



		Grains	Vegetables	Fruit
	orange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	cereal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	bread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	broccoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	banana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	strawberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	candy bar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	spinach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Bonus**

Draw or write the name of one more vegetable.





# The Runner King

Written by Jeff Dinardo

Illustrated by Jui Ishida

**GR:** F **DRA:** 12 **Lexile:** 320L

**Total words:** 280 **Health Trait:** Nutrition – Energy Foods

**Character Connection:**

Responsibility, Caring

## Introduce the Book

Look at the cover. Who do you think is shown on the cover of the book? This story is a fairy tale about a king who is the fastest runner in his kingdom. Let's find out if everyone is happy in the Runner King's kingdom.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before reading. For guided and independent reading, each child should have his/her own copy of the book. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

**Pages 2-3:** Do you think the people in the story look happy with the king?

**Pages 4-5:** Do we know what Pearl's plan is? (*no*) What do you think Pearl might be planning to do to help the people? (*answers will vary as children make predictions*)

**Pages 6-7:** Did you correctly predict that Pearl would challenge the king to a race? Do you think this is a good plan?

**Pages 8-11:** What happens when the king gets tired? What types of food does the woman give the king? (*candy, cookies, soft drink*) Do you think this will give him energy to win the race? What does the woman give Pearl? (*oranges, water*). Who do you think will win the race? Why?

**Pages 12-15:** What does it mean that the king had no energy? (*He did not have the power or strength to keep running.*) Why do you think Pearl had the energy or power to win the race? (*she ate healthier snacks*)

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Do you think the woman helped Pearl win the race by giving the king cookies and candy? How did it help Pearl? (*the snacks made the king tired*)
- Have you ever eaten a snack and then become sleepy or tired soon after? Do you think the type of food you ate may have caused you to have no energy?
- Think about how you feel during different times of the day. What time of the day do you feel like you have the most energy, or power to play or do your school work? (*most children may answer 'morning'; remind children how important it is to eat breakfast*).

## Making Connections

**Math & Health:** On a board or overhead transparency, make 4 columns with these headings:

**Strong Energy +3, Quick Energy +2, No Energy 0, Energy Zapper -1**

Have children name their favorite food or snack. Write it in the correct column. Some foods provide immediate bursts of energy (fruits, vegetables, honey). These would fall under Quick Energy and are worth 2 points. Others provide energy over a longer period of time (whole grains, nuts, starchy vegetables such as potatoes, squash & pumpkin, carrots). These provide Strong Energy and are worth 3 points. Candy, cookies, soft drinks and other high-sugar foods are Energy Zappers and are negative value, worth -1 point. For junk-food choices with no energy value such as potato chips, French fries, and ice cream the value is 0. Add the point-values in each column. Discuss how important it is to combine snacks during the day from the positive columns to get the most energy.



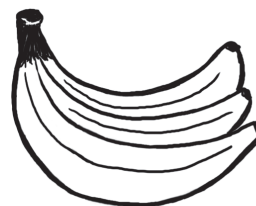
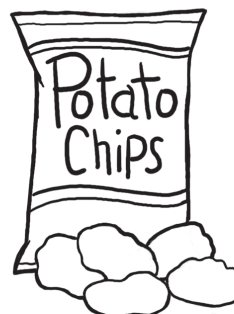
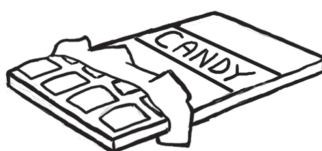
## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name \_\_\_\_\_

## Power Up!

Just like you give power to your bike by pedaling, some foods give your body power to work and to play. Look at the foods below. Use a green marker to circle the foods that give power, or energy. Use a red marker to cross out the foods that take energy away.



## PERSONAL HEALTH

Topics about our personal health are endless, from washing our hands to using good hygiene. But there are some basic ideas that are important for young children to be aware of before they can truly grasp the bigger issues. With FUNNY BONE READERS, children will learn a little more about the importance of caring for their teeth and about how we use the five senses.

**A Lesson for Bailey** helps readers learn that if we take care of our teeth, they'll help take care of us. Healthy teeth help us chew the right foods to help us grow. They help us speak clearly. And, they help us look our best. In the story, Bailey learns an important lesson about why he has to take better care of his teeth. And while children won't be building a house with their teeth (we assume), have children come up with their own reasons healthy teeth are important to one's personal health.

**Hungry Fox and the Midnight Pies** can provide you with a way to discuss the five senses through a humorous story about a sly fox and his attempt to sneak a yummy pie. Have children point to or mimic the sense as it appears in the story by pointing to their nose when the fox smells the pies, or to their fingers when he reaches to touch the pies. Use the story as an opportunity to talk about how one's senses become stronger to compensate for a sense that a person may not have, such as sight or hearing.





# Hungry Fox and the Midnight Pies

Written by Jeff Dinardo

Illustrated by Will Terry

**GR:** E **DRA:** 8 **Lexile:** 290L

**Total words:** 256 **Health Trait:** Personal Health – The Five Senses

**Character Connection:**

Trustworthiness

## Introduce the Book

Mmmmm! Something smells good! Have you ever smelled a pie baking? Have you ever touched something hot? If you did, you were using two of your five senses. Let's read the story and see if we can count all five senses used by Fox or Owl.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and feelings of the characters as you read. If you have children who are sight- or hearing-impaired or have other sensory disabilities, remind children that when one sense doesn't work well, our other senses help us by becoming stronger.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before reading. You may also like to discuss the 5 senses before reading. Have children identify the senses of smelling, seeing, touching, hearing, and tasting.

**Pages 2-3:** Which of the five senses is Fox using when he sniffs? (*smelling*) What does he smell? (*pies*)

**Pages 4-7:** Why does Fox start to climb the tree? (*He sees the pies at the top.*) Which sense does Fox use when he sees the pies and when he looks down from the tree? (*seeing*)

**Pages 8-9:** What happened when Fox touched the pies? (*They were hot; he lost his balance*) Is Fox using the sense of seeing or touching when he falls through the branches? (*touching*)

**Pages 10-13:** Have you ever been woken up by a loud noise? Which of her senses woke up Owl? (*hearing; she heard the noise*) Which of his senses is Fox using that makes him say the pies are yummy? (*tasting; he tasted the fruit*)

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- At the beginning of the story, Fox smells the pies Owl is baking. He is hungry so he decides to climb the tree to get the pies. Was that the right thing to do? Have you ever sneaked food you were not supposed to have? Maybe you ate a cookie or took a bite of something that wasn't yours. Was that the right thing to do?
- When Fox tumbles out of the tree and the pies fall on top of him, is Owl mad? How does she react? (*tells him she would have given him pie*) Was it right that she forgave Fox for trying to steal the pies?
- Which of the five senses got the Hungry Fox into the most trouble? Why? (*various answers; let children provide reasons for their thinking*)

## Making Connections

**Oral Language:** Present children with pieces of fruit (along with a whole fruit). You might try an orange or apple, but you might also want to use a fruit that is less familiar such as figs, kiwi fruit or a large melon. Have children use their senses to describe the fruit. Ask "What does the fruit look like? Does it make a sound? How does it feel? Does it have a smell? How does it taste?" Write children's comments on the board, reading them aloud as you write. Review what children said about the fruit helping them understand the senses they used.

**Extension:** Children, and adults, will enjoy knowing how to send sign language cards to friends and relatives. **Go to:** <http://www.soundkeepers.com/sign/>



## Interactive eBook

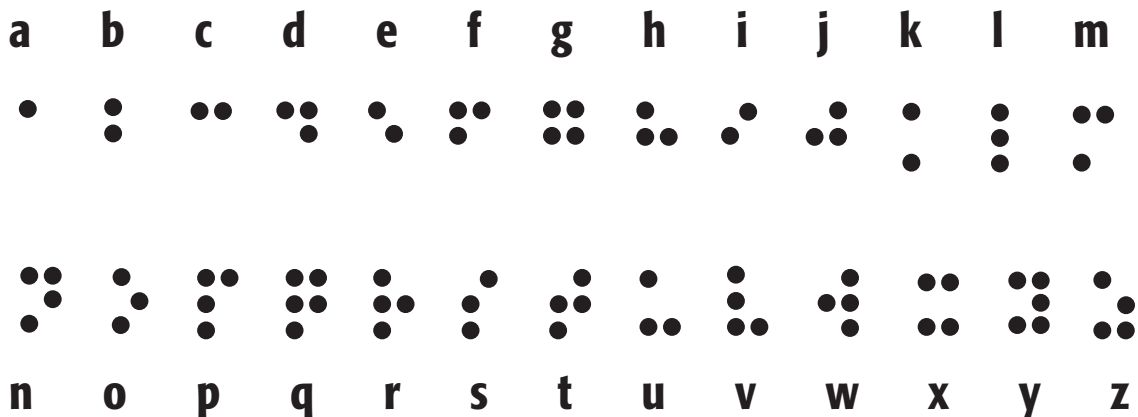
Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name \_\_\_\_\_

## Super Sense

Some people do not have the ability to use all 5 senses the same. Some people who have no sense of seeing use the sense of touching to read. A series of raised dots on paper, called Braille, is like reading words with your fingertips.

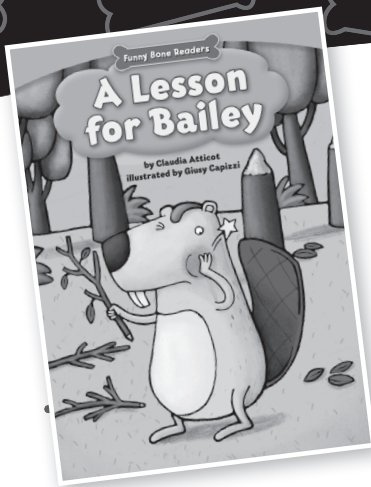
Look at the Braille alphabet below. Imagine it as raised dots you can feel. Write your first name using the correct Braille dots.



### Bonus

People who do not have the sense of hearing often use their sense of sight to read lips and signals made by hands. This system of hand signals is called Sign Language. Use the worksheet showing the American Sign Language and practice signing your name.





# A Lesson For Bailey

Written by Claudia Atticot  
Illustrated by Giusy Capizzi

**GR:** G **DRA:** 12 **Lexile:** 510L

**Total words:** 336 **Health Trait:** Personal Health – Caring for Your Teeth

**Character Connection:**  
Responsibility

## Introduce the Book

Has anyone ever told you that sweet foods are bad for your teeth? Do you sometimes wish you did not have to brush? Well in this story Bailey Beaver finds out, the painful way, how important it is to take care of his teeth!

## Before Reading

Ask children how many have lost a baby tooth. Many children around ages 4 to 6 begin losing their baby teeth. Tell children that the coating on a tooth is called **enamel** – and it is the hardest material in the human body.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook.

**Pages 2-3:** Which brother likes to brush his teeth twice a day? (*Barry*)  
Which brother eats healthier foods? (*Barry*)

**Pages 4-7:** Why do you think Bailey screams “Ouch” when he bites the tree? (*his teeth hurt*) Are Barry’s strong teeth helping him get bigger logs for his house?

**Pages 8-11:** Which brother’s house looks the strongest – the one with twigs and sticks or the one with big logs?

**Page 12-13:** Is Bailey’s twig house big enough and strong enough to protect him? (*no*)

**Pages 14-15:** What lesson does Bailey learn? (*to eat better food and brush his teeth*)

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Have you ever had a toothache? Have you ever lost a tooth or had a tooth fall out? Do you think Bailey had a toothache when he tried to bite into the big trees?
- Why do you think some foods are better for your teeth than sweet foods? (*sweet foods have sugar that is bad for teeth; answers will vary*)
- Think about how often you brush your teeth. Do you brush in the morning and again at night? If not, do you think you could find time to brush more often? What would keep you from brushing twice each day?

## Making Connections

**Science:** Explain how cavities happen. Sweet, sticky and starchy foods form a paste that coats our teeth when we eat. Germs make plaque and acid in plaque can eat away at teeth. Bring in boiled eggs and some vinegar. Place an egg in a clear jar partially filled with vinegar. Explain that the egg in the vinegar is like a tooth bathed in plaque acids. The egg’s shell protects it like enamel protects our teeth. Ask children to predict what will happen to the egg if it is left in the vinegar overnight. Record predictions. Leave the egg in the jar overnight. Then have children observe it. The vinegar will have eaten through the egg’s shell! Ask “What happened? What does this teach you about your teeth?” (*the coating called plaque can damage the shell around our teeth*)

**Online Resources:** February is National Dental Health Month.  
For more activities, go to: <http://www.ada.org/2714.aspx>



## Interactive eBook

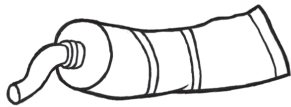
Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters’ phrases.



Name \_\_\_\_\_

## A Healthy Smile

Look at each picture. Which things help you take care of your teeth? Draw a line from those pictures to the healthy smile in the center. Make an **X** on those things that are bad for your teeth.



**Bonus**

The word **tooth** begins with the letter **t**. Write a **t** on the first line to begin the word for each picture below. Fill in the other missing letter.



\_\_\_\_a\_\_\_\_le



\_\_\_\_uli\_\_\_\_



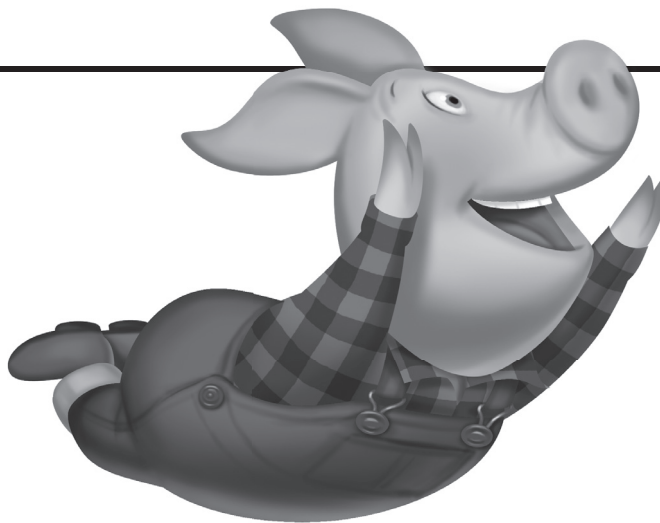
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## FITNESS

Physical activity is one of the most important components of a healthy lifestyle. Physical activity in children helps control weight, decreases the risk of obesity, and promotes strong bone, muscle, and joint development. Children need at least 60 minutes of active and vigorous play every day to grow to a healthy weight. With FUNNY BONE READERS, children will read stories about two key ways to get fit: staying active and staying flexible.

**Pig Jumps Over the Moon** is a fun story about how perseverance pays off for Pig. His friends encourage Pig to get active – and change his eating habits – in order to reach his goal. Discuss with children ways that they can increase their activity. Is there a safe route for taking a walk after school? Make a rule that everyone has to ‘move’ during television commercials – waving arms, kicking legs, jumping around, push-ups. Help children set a goal for themselves, or as a family, such as taking a 30-minute walk every Sunday.

**A Zany Zoo Day** introduces children to the concepts of stretching and staying flexible through the movements of yoga. Stretching and balance activities are important tools to build self-awareness in children, to build strong muscles and joints, and to help with concentration. Children do not need to be experts – the fun of using one’s imagination and mimicking the movements and actions of animals is all it takes to have a vigorous workout.





# Pig Jumps Over the Moon

Written by Jeff Dinardo

Illustrated by Dave Clegg

**GR:** D **DRA:** 6 **Lexile:** 260L

**Total words:** 183 **Health Trait:** Fitness – Staying Active

**Character Connection:**

Perseverance, Responsibility

## Introduce the Book

Do you know the nursery rhyme: “Hey diddle diddle, the cat and the fiddle...” What comes next? We usually say “the cow jumps over the moon.” Look at the cover. Who is jumping over the moon in this story? Let’s find out how Pig gets in shape to jump over the moon.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and feelings of the characters as you read.

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before reading. It may be fun to let children talk about some of their favorite nursery rhymes. Then watch for some of the characters in the book.

**Pages 2-5:** How does Pig feel when he sees Cow jumping over the moon? Look at the picture on page 5. What do you see on Pig’s picnic blanket? (*cake, soda, candy, chips; unhealthy foods*) Do you think Pig will be able to jump as high as Cow?

**Pages 6-7:** Why does Miss Muffet say Pig should exercise? (*to get in shape*) What does exercise do for us? (*helps us be healthy; gives us energy*)

**Pages 8-9:** What types of exercise does Pig do? (*he runs and jumps rope*) Look at the picture on page 9. What do you see on Pig’s picnic blanket now? (*healthy foods; carrot, apple, milk, sandwich*) Do you think exercise and healthy foods will make a difference for Pig?

**Pages 10-15:** Did Pig jump over the moon when he tried this time? What do you think made the difference from before?

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- At the beginning of the story, Pig tries to jump high in the air. But what happens? Does Pig give up or does he try again?
- Think about what Pig did to get in shape to be able to jump high. Think of two big changes he made? Did he change what he ate? How did he exercise?
- Think about a time you tried to do something but were not able to do it the first time. Maybe it was riding a bike or running a race. Did you give up or did you keep trying? Think of one new activity you would like to try that may not be easy for you now.

## Making Connections

**Language Arts:** This story is based on a familiar nursery rhyme. Nursery rhymes are a special kind of writing that use rhythm and characters that create vivid pictures in our minds. Have children come up with a list of activities they would like to learn. Write these in a list so children can see them. Lists might include: running, hiking, baseball, climbing, tumbling, etc. Have children come up with funny characters based on the activities, such as Rabbit the Runner or the Climbing Caterpillar.

Stories like this about pigs and cows that jump over the moon are a type of writing called fiction. **Fiction** stories describe imaginary or make-believe people, characters and events. They are not real. Stories that tell about real people and events are called **nonfiction**. Pair children together to sort books into fiction and nonfiction sets. Ask children to share with the class four fiction and four nonfiction books they find.

**Physical Education:** It is important for all children to stay active in whatever way is possible for them. All exercise should be done with a child’s safety and abilities in mind. Some suggestions are included on the **Keeping Fit** copymaster.



## Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the different lines.

Name \_\_\_\_\_

## Fitness Word-Finder

Find the words hidden in the puzzle that tell things that are healthy for you. Circle the words you find.

### WORD BANK

run	exercise	fruit	jump
apple	stretch	water	walk

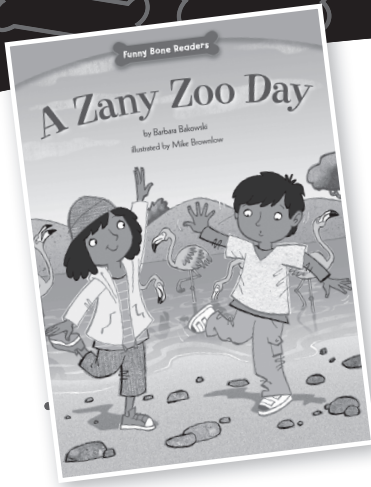


a	u	w	b	k	e	u	s	d	h
d	p	v	k	s	x	k	t	u	e
f	a	p	b	s	e	g	r	k	b
u	w	a	l	k	r	a	e	r	f
e	w	b	k	e	c	f	t	s	j
d	v	a	d	h	i	r	c	k	u
x	d	n	t	o	s	u	h	e	m
v	v	u	r	e	e	i	h	l	p
h	p	q	s	u	r	t	a	n	j
a	v	m	e	g	n	i	k	p	o



### Bonus

On the back of this page, draw a picture of your favorite fitness activity.



# A Zany Zoo Day

Written by Barbara Bakowski

Illustrated by Mike Brownlow

**GR:** G **DRA:** 12 **Lexile:** 440L

**Total words:** 268 **Health Trait:** Fitness – Staying Flexible

**Character Connection:**

Fairness, Caring

## Introduce the Book

Have you ever been to a zoo or seen wild animals on television? Sometimes they move in funny ways. Let's find out what happens when Mom in this story takes the children to the zoo.

## Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone and feelings of the characters as you read. If you enjoy acting – try imitating the poses as you read!

## Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. You may want to discuss the Big Words and their meanings before reading. Be sure to explain that yoga is the name for a type of exercise that helps the body stretch and be more flexible.

**Pages 2-3:** Ask: Are Anna and Max being active? Why do you think Mom wants to take them to the zoo?

**Pages 4-7:** Ask: Have you ever seen a lion roar? Put your hands on your knees and let out a loud 'roar'! On page 7 Anna is walking like a monkey. Ask: What are other ways monkeys behave? Has anyone ever said to you 'quit monkeying around'? What did they mean?

**Pages 8-11:** Explain that a cobra is a type of snake. Ask: What sound do snakes make? Does Max look like he's pretending to be the cobra? Ask: Are Max and Anna having fun acting like the animals at the zoo?

**Pages 12-15:** Standing on one leg is difficult, but fun! Have children try to stand on one leg like Anna and Max on pages 12-13. Ask: Are you balanced like Anna or wobbly like Max? Is exercise like yoga good for you? Why?

## Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Do you think Anna and Max had more fun at the zoo than staying home watching TV? Why?
- Why do you think it is important to move and stretch your body? How do you feel after you exercise?
- How does a cat behave? Have you ever seen a cat stretch or arch its back? Think of other animals and how they move. Try making their sounds as you imitate them.

## Making Connections

**Social Studies:** Write the names of all 7 continents where children can see it. Or refer to a large world map. Brainstorm some animals that come from each continent. Make a list. Then have children imitate one animal from each continent. Try to use animals that allow for a variety of movements. Examples of animals that are fun to imitate, if children need help:

**Asia:** Camel or Cobra (*back arch; stretching; upward arching*)

**North America:** Alligator or Grasshopper (*stretching; snapping; hopping*)

**Australia:** Kangaroo or Koala (*hopping; climbing*)

**South/Central America:** Jaguar or Blue Morpho Butterfly (*running; waving arms*)

**Europe:** Bulldog or Rabbit (*downward arching; face stretch; hopping*)

**Antarctica:** Penguin or Octopus (*side-to-side walking; waving arms*)

**Africa:** Giraffe or Lion (*upward body/neck stretch*)

**Extension:** Look for 'My First Yoga' on Amazon for safe and fun beginner poses for children. Sign up for free activities delivered to your email at <http://myfirstyoga.com>



## Interactive eBook

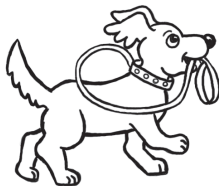
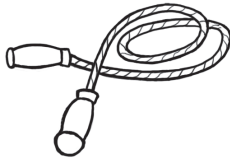
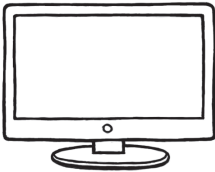
Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various phrases and sounds.



Name \_\_\_\_\_

## Keep Moving!

Draw a line from the things that help the girl stay active. Draw an **X** on those things that do not help her be active. Circle the picture that you would most like to do.



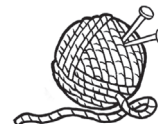
### Bonus

The word **yoga** begins with the letter **y**.

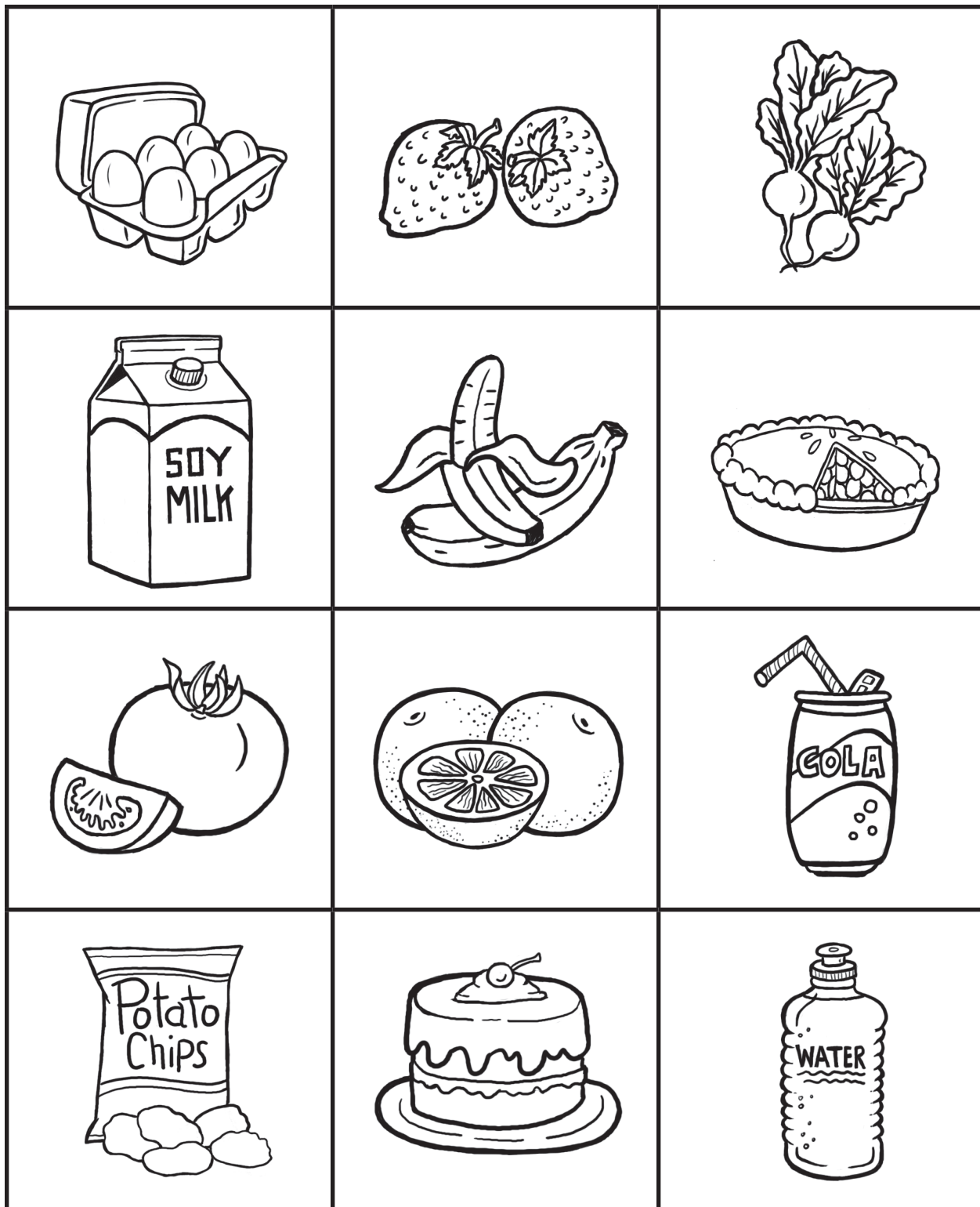
Write 2 more words that start with the letter **y**.

The sun is the color \_\_\_\_\_.

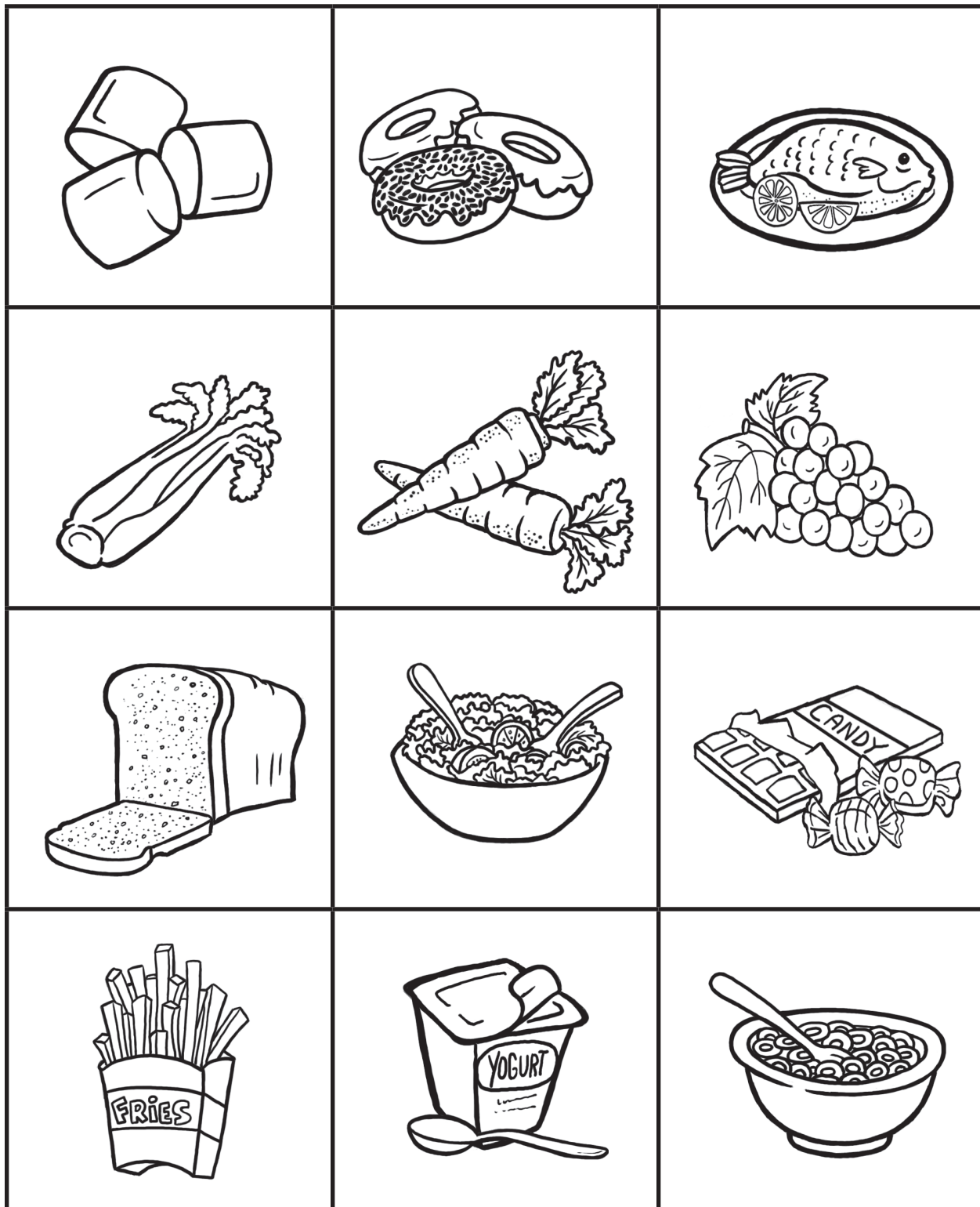
Cats like to play with a ball of \_\_\_\_\_.



## Picture Food Cards



## Picture Food Cards



## American Sign Language

Some people do not have the ability to use all 5 senses the same. Many people who do not have the sense of hearing use American Sign Language to communicate. This version of signing is used in many countries.



**A**



**B**



**C**



**D**



**E**



**F**



**G**



**H**



**I**



**J**



**K**



**L**



**M**



**N**



**O**



**P**



**Q**



**R**



**S**



**T**



**U**



**V**



**W**



**X**



**Y**



**Z**



**Bonus**

Try signing your name.

## Keeping Fit

Children need to be active for at least an hour a day. Try these activities in a Simon Says game with friends. Or choose several activities to do at home every day.



1. Hop on one foot; hop on the other foot
2. Jump rope
3. Jumping jacks
4. Run in place; run in place with high knees
5. Play hopscotch; turn around in a circle to come back
6. Circle arms forward; circle arms backward
7. Give yourself a big hug
8. Sit down and get back up without using your hands
9. Stand up straight and reach for the ceiling
10. Take two steps to your left; take two steps to your right
11. Do a silly dance
12. Hula hoop



**Family Note:** You might cut out the chart and post it where everyone can see. Try doing a few activities every day with your child.



**I am unique. I like what is unique about you. We are all special.**



**X** \_\_\_\_\_

Name

**Funny Bone Readers**

Mental Health: Appreciating Differences

**I can be a hero. I appreciate my heroes.**



**X** \_\_\_\_\_

Name

**Funny Bone Readers**

Mental Health: Role Models

**I share my feelings with others.  
I do not hide how I feel.**



**X** \_\_\_\_\_

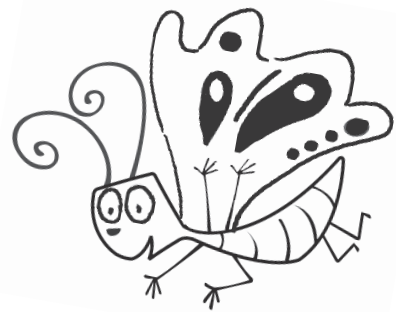
Name

**Funny Bone Readers**

Bullying: Dealing with Feelings

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**I am stronger with others.  
We are better as a team.**



**X** \_\_\_\_\_

Name

**Funny Bone Readers**

Bullying: Helping Through Teamwork

© Red Chair Press

**Bikes are not toys. I stay safe when I ride.**



**X** \_\_\_\_\_

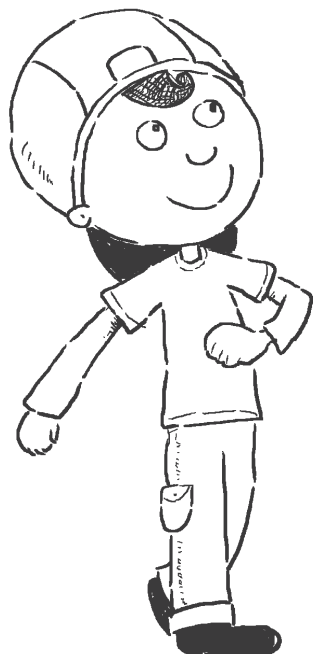
Name

**Funny Bone Readers**

Safety: Bike Safety

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**A buddy keeps me safe. I can be a buddy.**



**X** \_\_\_\_\_

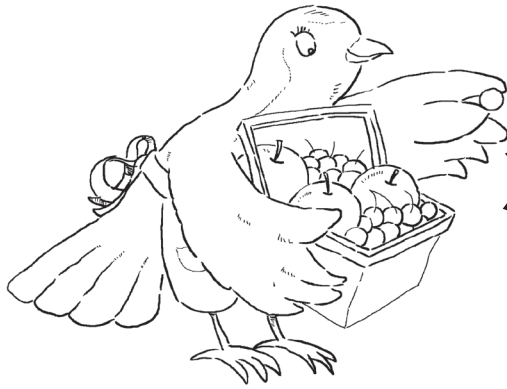
Name

**Funny Bone Readers**

Safety: Buddy Systems

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**I eat snacks that are good for me.  
I think about what I eat.**



**X** \_\_\_\_\_

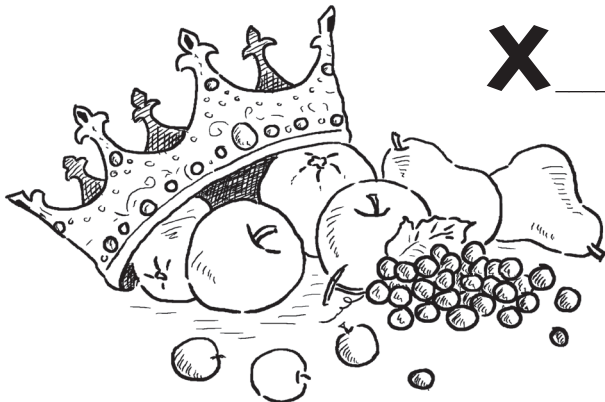
Name

**Funny Bone Readers**

Nutrition: Healthy Snacks

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**Food gives me energy. I eat to power up.**



**X** \_\_\_\_\_

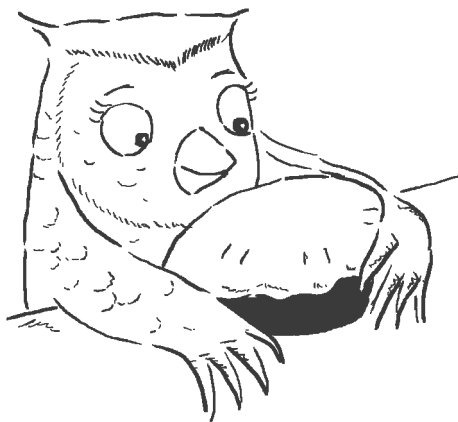
Name

**Funny Bone Readers**

Nutrition: Energy Foods

© Red Chair Press

**I have super senses. I appreciate my abilities.**



**X** \_\_\_\_\_

Name

**Funny Bone Readers**

Physical Health: The Five Senses

© Red Chair Press

**I care for my teeth. I brush twice a day.**



**X** \_\_\_\_\_

Name

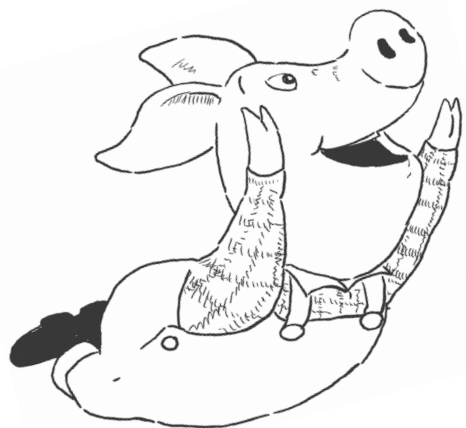
**Funny Bone Readers**

Physical Health: Dental Health

© Red Chair Press



**I keep my body fit. I do not give up.**



**X**

\_\_\_\_\_ Name

**Funny Bone Readers**

Fitness: Staying Active

© Red Chair Press

**I keep my body moving. I take care of myself.**



**X**

\_\_\_\_\_ Name

**Funny Bone Readers**

Fitness: Staying Flexible

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