

LESSON TITLE: ***Basic Training for Better Health***
(Part of the National Accelerated Reader Program)

GLE Text and Benchmarks:

GLE # English Language Arts

06	(PK-LL-R4) (ELA-1-E4) Relate pictures to characters.
09	(PK-LL-S3) (PK-LL-R4) (ELA-1-E5) Answer simple questions about a story read aloud.
62	(ELA-5-E6) Locate and read information on simple charts and graphs.
24	(PK-LL-L2) (ELA-4-E2) Follow one- and two-step verbal and nonverbal directions.
29	(PK-LL-S1) (PK-SE-C1) (ELA-4-E7) Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time.
09	(ELA-1-E5) Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student.
10	(ELA-1-E5) Answer questions about the important characters, setting, and events of a story.
22d	(ELA-7-E1) Demonstrate understanding of information in texts using a variety of strategies by resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds.
21c	(ELA-7-E4) Apply basic reasoning skills: connecting what is learned to real-life situations.
44	(ELA-4-E7) Assume the role of discussion leader, contributor, and active listener.
52	(ELA-5-E6) Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps.
37	(ELA-4-E5) Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact.

GLE # Science

29	(LS-E-A3) Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles).
34	(LS-E-A1) Describe what the human body needs to grow and be healthy.
42	(LS-E-A6) Describe the relationship between eating habits and maintaining a healthy body.
44	(LS-E-A6) Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins).

Grade Level: Suggested 2-5

Delivery Mode: Classroom

Time Allotted: 20-30 minutes

Of Participants: Class size; 10-30

Life Skill: Learn how the immune system works, complex physiology with easy to understand analogies, disease prevention and reading food labels

Character Focus: Self-Responsibility, Decision-making, and Moderation

Integrated Curriculum Concepts:

- Language Arts: Active Listening, Sharing Experiences and Information, Responding
- Science: Human Anatomy and Physiology
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of physical activity
- Making healthy food choices
- Drinking plenty of water to keep organs healthy

What you need for the Lesson:

- *Basic Training for Better Health*
- *Basic Training for Better Health* Companion Activity Book (Optional)

Learning/Follow up Activity:

- *Basic Training for Better Health* Companion Book Activities (Optional)

Getting Ready:

- Read and familiarize yourself with the book and lesson plan.

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
The Organwise Guys have formed their own platoon and are looking for new recruits to learn and have fun in their healthy boot camp. Listen carefully because I am going to be asking you some questions about the book when we are done reading it. Are you ready to join the Organwise Guys’ platoon?	Start reading book (with ENTHUSIASM!) Prepare to approach the parts in the book where the kids will interact.	Sit quietly and listen until interactive parts of book. Respond and participate as told by the teacher reading.
Once you have completed the book... Which part of the body is like a water treatment plant? (ANSWER: Kidney Brothers)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which organ works to get rid of poisons in the body? (ANSWER: Luigi Liver)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which part of the body is not really an organ, but is needed to lift heavy things? (ANSWER: Madame Muscle)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which organ needs lots of clean, healthy, fresh air? (ANSWER: Windy the Lungs)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

Which organ is like a long squiggly worm and is the last part of the digestive system? (ANSWER: Peri Stolic, the intestine)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which organ controls the rest of the body through nerves? (ANSWER: Sir Rebrum)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which organ produces insulin and helps keep the blood sugar levels under control? (ANSWER: Peter Pancreas)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which organ makes juices to digest food? (ANSWER: Pepto the Stomach)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What is the enemy of your body? (ANSWER: Sickness and Disease)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which cells are like soldiers that find the bad guys in your body and flag them? (ANSWER: T-Cells)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which cells eat the germs with the flags? (ANSWER: White blood cells)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
How can you help your immune system? (ANSWER: Eat low-fat foods, Eat a high-fiber diet, Exercise regularly and drink lots of water)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Which important vitamins are in fruits and vegetables and what do the letters spell? (ANSWER: Antioxidants... Vitamins A, C, E)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are examples of 2 things you should look for on a food label? (ANSWER: Total fat and Dietary fiber)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

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Suggested Optional Follow up Activities:

- *Calci's Big Race* Video
- *Gimme Five* Video
- *Pepto's Party Portions* Video
- *Fiber Fandango* Video
- *Farmer's Market Fresh* Video
- *H2Ohhh!* Video
- *Little Organ Annie/Andy*

