

LESSON TITLE: **“Bone Bank” Savings!**

GLE Text and Benchmarks:
(Includes Book and Follow Up Activity)

GLE # Mathematics

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| 07 | (PK-CM-M1) (M-2-E) Use words such as <i>day, week, month, schedule, morning, noon, night.</i> |
| 07 | (N-1-E) (N-2-E) (M-1-E) Identify quarters, half-dollars, and their values. |

GLE # English Language Arts

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| 10 | (PK-LL-L1) (PK-LL-S1) (ELA-1-E6) Share related life experiences after stories are read aloud. |
| 19 | (PK-LL-W2) (PK-LL-W4) (ELA-2-E6) Scribble, write or draw a picture of a life experience or response to a text read aloud. |
| 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. |
| 45a | (ELA-4-E5) Give oral responses, including telling stories and personal experiences. |
| 21c | (ELA-7-E4) Apply basic reasoning skills: connecting what is learned to real-life situations. |

GLE # Science

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| 26 | (LS-E-A6) Classify various foods into the major groups (e.g., bread, meat, vegetable, fruit). |
| 27 | (LS-E-A6) Determine which foods are superior for developing a healthy body. |
| 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. |
| 41 | (LS-E-A5) Describe how the components of the skeletal system function. |
| 42 | (LS-E-A6) Describe the relationship between eating habits and maintaining a healthy body. |

Grade Level: Pre-K/K-2

Delivery Mode: Classroom

Time Allotted: 20 minutes

Of Participants: Class size; 10-30

Life Skill/Nutrition: Identifying calcium-rich foods

Character Focus: Self-Responsibility

Integrated Curriculum Concepts:

- Language Arts: Active Listening
- Math: Developing concept of money
- Science: Unifying concepts and processes and Anatomy
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of physical activity
- Making healthy food choices

What you need for the Lesson:

- “Bone Bank” Savings!
- Cacli M. Bone Educational Tool
- Bone Bank Savings for classroom wall
- Copy of last page of book for each student
- Companion Activity Book (*Optional*)

Learning Activity:

- Calci’s Classroom Bone Bank (Look at end of book)
- Companion Book Activities pgs. 17 and 18 (*Optional*)

Getting Ready:

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student)
- Read the instructions for making a large classroom “Bone Bank.” Use large white bulletin board paper and draw outline of Calci’s Bone Bank.

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: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Today we are going to learn a very important lesson about starting a savings plan for your life. Are you ready? Listen carefully so you can answer some questions at the end! | Sit Calci next to you and read the book. (WITH ENTHUSIASM!) | Sit quietly and listen while teacher reads the book. |
| How many of you have a bank and save money at home? | Give students a chance to raise their hands. | Respond and answer questions by raising hands. |
| How many of you receive an allowance at home? What are you saving your money for? | Give students a chance to raise their hands. | Respond and answer questions by raising hands. |
| Did you know that you had a “bone bank” inside of you? How many of you plan to start saving in your “bone bank” now? | Give students a chance to raise their hands. | Respond and answer questions by raising hands. |
| What kinds of food should you eat to start storing in your “bone bank”? | Call on students who have raised their hands to answer the question. | Respond and answer questions by raising hands. |
| Follow Up Activity: Calci M. Bone Classroom Bone Bank | Hand out a copy of the activity sheet you copied to each student. Tape the classroom “Bone Bank” on a classroom wall. Follow activity instructions. | Should be actively involved in the activity. |

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Acknowledgements: A special thank you to Nutrition Specialists: Vickie L. James, RD, LD and Paula Mydlenski, MS, RD, CDN, for their review and contribution to this book.

Optional Follow-up Activity (if using companion activity books):

- Use pgs. 17 and 18 in the Companion Activity Book