

LESSON TITLE: *Five A Day Reporter*

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

**GLE # Mathematics**

04	(PK-CM-N5) (N-1-E) (N-3-E) Identify numerals 1 to 5.
07	(PK-CM-M1) (M-2-E) Use words such as <i>day, week, month, schedule, morning, noon, night.</i>

**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.
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.
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.
21	(ELA-2-E2) Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience.
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**

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.
34	(LS-E-A1) Describe what the human body needs to grow and be healthy.

**Grade Level:** Pre-K/K-2

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes (33 minutes with video)

**# Of Participants:** Class size; 10-30

**Life Skill/General Health:** Importance of eating at least 5 servings of fruits and vegetables a day

**Character Focus:** Exhibiting concern for the well-being of others

**Integrated Curriculum Concepts:**

- Language Arts: Investigate topics of interest through play, inquiry, observation and exploration
- Science: Communicate discoveries and findings through demonstration, conversation and simple record-keeping

**Key Concepts:**

- Importance of physical activity
- Making healthy food choices

**What you need for the Lesson:**

- *Five A Day Reporter*
- Windy the Lungs Educational Tool
- Copies of Windy’s Notepad Companion Activity
- Companion Activity Book (*Optional*)
- *Gimme Five!* Video (*Optional*)

**Learning Activity:**

- Windy’s Notepad Companion Activity (last page of book)
- Companion Book Activities pgs. 25 and 26 (*Optional*)
- *Gimme Five!* Video (*Optional*)

**Getting Ready:**

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student)

**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:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Today we are going to learn about something else other than “air” that Windy likes fresh.	Sit Windy next to you as you read the book (WITH ENTHUSIASM!) Near the end, see if they can recall the fruits and vegetables that Hardy ate before Windy shows them her notepad.	Sit quietly and listen until interactive parts of book.
What is Windy’s favorite way to eat her fruit and vegetables? (ANSWER: Fresh)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
How many fruits and vegetables are you supposed to eat every day? (ANSWER: 5)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are your favorite fruits and vegetables to eat?	Call on about 5 students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<b>Follow Up Activity:</b> <b>Windy’s Notepad Companion Activity</b>	Follow instructions for Windy’s Notepad Companion Activity at the end of the story.	Should be actively involved in the activity.

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

- Use pgs. 25 & 26 in the Companion Activity Book
- If you have a copy of the *Gimme Five* video, it is a great way to finish up this lesson. (approximately 15 minutes in length)