

F.I.T. CHOICES BOOK CLUB

AN INTERACTIVE ELEMENTARY READING SERIES

LET'S STAY ACTIVE!

You can make a difference.



Find your place to stand.

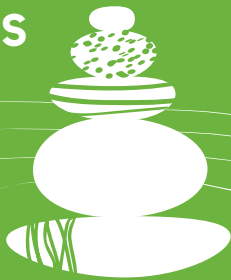
Give me a place to stand, and I will move the world.

— Archimedes

teachfitclub.org

F.I.T. CHOICES

BALANCED MINDS



HEALTHY BODIES



SUSTAINABLE COMMUNITIES



BIODIVERSE ENVIRONMENTS



Books for Let's Stay Active Book Club

- ❑ *Muscles: Our Muscular System* by Seymour Simon
- ❑ *The Quickest Kid in Clarksville* by Pat Zietlow Miller
- ❑ *Bones: Our Skeletal System* by Seymour Simon
- ❑ *Salt in His Shoes: Michael Jordan In Pursuit of a Dream* by Deloris Jordan with Roslyn Jordan
- ❑ *Out of Wonder: Poems Celebrating Poets* by Kwame Alexander
- ❑ *What Happens to a Hamburger?* by Paul Showers
- ❑ *Finding Wild* by Megan Wagner Lloyd
- ❑ *On a Magical Do-Nothing Day* by Beatrice Alemagna

About Let's Stay Active Book Club

The F.I.T. Choices Book Club is an interactive elementary reading series that can be used in a variety of educational settings (such as school classrooms, afterschool programs, school and public libraries, food pantries or farmers markets offering nutrition education). F.I.T. Choices serves as a literacy resource for educators and children to read together using books that model healthy habits. The Book Club's focus on literacy to teach concepts of nutrition and physical health connects children with high quality fiction and nonfiction books. Each session is designed to last between 20-30 minutes and requires a single copy of each book to be read aloud to the class. Let's Stay Active! Book Club incorporates health and wellness themes such as teamwork, practice, determination, patience, giving your best and setting goals.

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SESSION ONE: Who is the Fastest Kid in Clarksville?

- *Muscles: Our Muscular System* by Seymour Simon
- *The Quickest Kid in Clarksville* by Pat Zietlow Miller

Setting the Topic to the Core Book:

Muscles: Our Muscular System

What does the word athlete mean? How many of you have a favorite athlete? What do you admire about your athlete? What are some of things that athletes have in common? How do you think your athlete became really good at what he or she does? Many of your athletes have one thing in common: their bodies are strong and healthy because they practice a lot to make their bodies strong and they eat healthy foods to keep their bodies strong.

Allow children to “make a muscle” with their biceps muscle by flexing their arms. The muscles in your body allow it to move!

Read page (pages are not numbered so you may want to mark them prior to the lesson) starting with “the largest and strongest skeletal muscles in your body are in your legs.” Have children stand up, walk in place, and then squat back down to the ground. Show them the picture of the leg muscles.

Read the next page starting with “Muscles need food and oxygen in order to work properly.”

Today we are going to hear a story about four girls who are on a mission to meet their favorite athlete.

Developing the Topic: *The Quickest Kid in Clarksville*

BEFORE READING:

How many of you have heard of the Olympics? Tease that out and let children tell what they know. Elaborate and briefly talk about the Summer and Winter Olympics held in a different city and country every four years. Explain briefly about the kinds of events, i.e. running, long jump, high jump, swimming, diving, and gymnastics. Give a range of types of summer events.

Has anyone ever heard of Wilma Rudolph? This book is about some children who live in Rudolph’s hometown of Clarksville, Tennessee. Refer to Background on Wilma Rudolph (from Author’s Note). Wilma Rudolph was the fastest woman in the world in 1960. At the Summer Olympics in Rome, Italy she was the first woman from the U.S. to win 3 gold medals. As a child Wilma grew up with 22 brothers and sisters and her family was very poor. As a child Wilma also had polio which means she had trouble walking and had to wear a brace. But Wilma exercised hard for many years and became a strong runner, even though her doctors told her she would always have to wear a brace to walk.

This book is the story about her victory parade after she won 3 Olympic gold medals. Wilma Rudolph agreed to go back to Clarksville, Tennessee, where she was born, if both black and white people could attend the parade and the banquet together. Remember what you have learned about Martin Luther King, Jr. and the civil rights of all people in the United States. Invite children to share what they know about segregation. For now, it is enough that they recognize that at one time in our country, there were laws intended to keep white and black people separate and apart.

DURING READING:

Tell children you have some questions for them to think about as they listen to the story: How do you think Alta became the fastest kid in Clarksville?

Why do you think Alta was so upset with the new girl, Charmaine?

As you read, ask them to notice where the girls are during the entire book. (Idea is that they are outside playing.)

Read the book and pause with each double page spread and let children offer comments.

AFTER READING:

Re-ask the three questions above. Invite the children to explore the idea that Alta and Charmaine had to practice a lot to be strong runners. Invite children to talk about their own lives and what activities they pursue outdoors. Discuss concept of being outside every day playing and why that is so important. Tie in Dee-Dee and Little Mo and the idea that Alta was faster but that they were also an important part of the relay to get the banner to the parade. Could Alta have done it without them?

Also briefly explore the concept of why children might pick on or bully someone like Charmaine. Tease out idea that Alta’s family had less money and that Alta was immediately jealous of Charmaine’s new shoes and speed at running. Also help children notice that Dee-Dee and Little Mo followed Alta’s lead. Explore children’s reactions to that theme. Are there times when they follow someone even though they know the person is doing something unkind or unfriendly?

Ask them what would happen if they spoke out and told their friend it was wrong to be mean to another person. What if they said, “Stop it.” “Quit saying that.” “Don’t do that.”

Bring the discussion back to the parade and how the girls had to use team work to get the banner to the parade on time. Talk about times when the children play outside and use teamwork to accomplish a goal. Let them share freely.

INVITATION TO DIG DEEPER:

Invite them to write a story about a time when they had to use outdoor team work to accomplish a goal. Tell them to feel free to put their story in the form of a comic book.

SESSION TWO: The Building Blocks of Dreams

- *Bones: Our Skeletal System* by Seymour Simon
- *Salt in His Shoes: Michael Jordan In Pursuit of a Dream* by Deloris Jordan with Roslyn Jordan

Setting the Topic to the Core Book: *Bones: Our Skeletal System*

Ask the children to raise their hands if they had an 'annual check-up' with their doctors this year. Do they remember standing up tall to see how much they have grown from the prior year?

As you grow, the bones in your body grow too! Have you ever seen a wiggling worm or a jellyfish? Do they have bones? No, they are invertebrates, animals without a backbone or bony skeleton.

Read the first page starting with "Your bones are like the framework of a building."

Read the second page starting with "Bones are strong yet light." Have your parents ever told you to drink milk in order to build strong bones? Milk contains calcium and vitamin D which are important building blocks for healthy bones.

If time allows, read the third page starting with "A bone's outer layer is dense and tough and is called hard bone." Bones not only allow us to move and protect our organs, but also make red and white cells which have important jobs to carry oxygen throughout the body and to keep us healthy.

Developing the Topic: *Salt in His Shoes: Michael Jordan In Pursuit of a Dream*

BEFORE READING:

Today we are going to read a story about a famous athlete who was afraid as a child that he would never be tall enough!

Ask children if they have ever heard of the athlete Michael Jordan? What sport is he famous for playing? Invite answers.

Share additional background with the children. Michael Jordan was born in Brooklyn, NY in 1963. He went to the University of North Carolina at Chapel Hill where he excelled at playing basketball. In his junior year, he was drafted to play for the NBA. Does anyone know for which team? The Chicago Bulls. He received the NBA Rookie of the Year. During his career he was awarded 5 regular season MVPs and 3 All-Star MVPs! He also played in the Summer Olympics and helped the United States bring home two gold medals, one in 1984 and the other in 1992.

Point out that his mother, Deloris Jordan, must be very proud of her son! In fact, she is the author of the book that is going to be read today!

When Michael was a boy, he almost gave up on his dream to play basketball because he was afraid that he would never be tall enough. While you read the story invite the children to think about what character traits in Michael and in his family led to his success as an athlete, and why his mother put salt in his shoes.

DURING READING:

Read the story *Salt in His Shoes*. Pause on the page showing the Jordan family eating dinner together. Reflect with the children that Michael was daydreaming about being taller instead of eating his dinner. His Mama knew that he had to eat in order to grow tall and be healthy!

AFTER READING:

Ask the children again, what they think led to Michael's success as a basketball superstar? Invite all answers. Explore themes of practice, determination, patience, giving your best and setting goals. Also explore the family's character traits. His brothers were supportive and encouraged Michael to play. They trusted him to take the winning shot. His father helped Michael understand that he already had everything it takes to be a winner and that gave him confidence. His mother helped him believe in himself and valued patience and determination.

Why do you think his mother chose the title *Salt in His Shoes*? Why do you think she sprinkled salt in his shoes? Let them share freely.

Read the Dedication at the front of the book by his mother D.J. (starts with "It is my hope that young readers and listeners will be motivated by this book to follow their dreams...").

INVITATION TO DIG DEEPER:

Invite children to share their dreams and how they might work towards their goals (practice, working hard in school, etc.). Try to get them to think of dreams beyond becoming a "famous" superstar. Invite them to write a journal entry exploring their dreams. Point out that they may have more than one big dream. Perhaps share one of your own.

SESSION THREE: Digestion: Where Does Our Food Go?

- *Out of Wonder: Poems Celebrating Poets* by Kwame Alexander
- *What Happens to a Hamburger?* by Paul Showers

Setting the Topic to the Core

Book: from *Out of Wonder*,
“How Billy Collins Writes a
Poem”

Read the poem “How Billy Collins Writes a Poem” and pause briefly after each paragraph.

Invite the children to think about their own morning routines. Does a parent call them to eat breakfast before going to school? What do they eat for breakfast? Have them take a moment to imagine the tastes and textures of their favorite breakfast foods. Can they hear the sound of the bus pulling up to their houses or the laughter of friends as they walk into the school building?

Invite them to practice mindful eating. Enjoy a snack while focusing on all of your senses. Notice the color, shape, texture, and smell before eating. What does it taste like? What do you hear while eating?

Developing the Topic: *What Happens to a Hamburger?*

BEFORE READING:

Today we are going to learn about what happens to the foods we eat. You have probably heard that good food can make you strong and healthy. But why? Has anyone heard of the word digestion? Digestion is the process of breaking down food into substances that can be used by the body in different ways. We are going to learn all about digestion in today’s book (show kids the cover and read the title).

DURING READING:

While reading the book aloud, have another instructor (or child volunteer) write the various steps of digestion on the Smart Board (i.e. mouth, esophagus, stomach, small intestine (with help from enzymes from liver and pancreas), and large intestine).

Read *What Happens to a Hamburger?* aloud to the class. Pause for a moment on the double page spread showing the exchange of food molecules from the small intestine into the blood vessels and lymph vessels. Point out the various ‘food molecules’ and explain using the picture/labels how this occurs.

On the next page, show how the body absorbs water from the large intestine into the bloodstream. Reflect how it is important to drink plenty of water as well as eat good foods to keep their bodies healthy.

AFTER READING:

Ask the class the various ways their bodies use food (i.e. give you energy and help you grow; help make strong bones and hard teeth; help to make solid muscles; keep you warm).

INVITATION TO DIG DEEPER:

Invite the students to try the two experiments in the book at home. Refer back to the page of the sugar cubes dissolving in water and to the page of the raw carrot chewed 10 times versus 30 times.

SESSION FOUR: The Magical Kingdom of Outdoors

- *Finding Wild* by Megan Wagner Lloyd
- *On a Magical Do-Nothing Day* by Beatrice Alemagna

Setting the Topic to the Core Book: *Finding Wild*

Read Book Poem *Finding Wild*. Invite participation and comments as you read. Pause occasionally to explore an illustration.

Developing the Topic: *On a Magical Do-Nothing Day*

BEFORE READING:

Brainstorm what the word “wild” and the phrase “magical do-nothing day” might mean. List their ideas. Make the connection that nature is wild. Play can be wild and magical. Exploring can be in the wild. Weather is wild. Plants and animals are wild. The imagination can be wild. Wild can hurt.

Ask the children what they do when they get home from school. Ask how many go outside, how many read a book, watch television, play electronic games.

DURING READING:

Read the entire story. Read slowly and linger over each double page spread, inviting comments.

AFTER READING:

Why is the girl in the story so bored and why is she upset with her mom? Why do you think her mom took away her electronic game? Does that ever happen to you? How did she blend her game with being outside and finding things?

What happened after she fell down the hill? How did things begin to change after that?

My favorite pages are where there are nine circles showing all the things the girl did that she never did before. What are your favorite pictures?

Ask children to think about the wild places they have been. Have them pair share at least one magical place where they have played outside. Next ask them what their best place for exploring is. What have they found in their exploring?

The story children in the poem *Finding Wild* lived in a large city. What kinds of places can be explored in a large city like Providence? In the country like Tiverton? In a small town like Barrington, Rhode Island? In their own backyards? Invite children to share any far away wild adventures they have had? Did they see wild animals? Insects? Beautiful trees or flowers?

INVITATION TO DIG DEEPER:

The girl in the story sat with her mother and savored all the things she had discovered outside in the rain. If the children play in their own backyards what can they find that is magical. Describe the wildest weather they have ever seen. Snowstorms, rain, lightning, winds, big waves, etc. What did they see, smell, hear, taste, and feel? Invite them to illustrate a story telling about one wild or magical adventure they have had outside.



Imagine the ripple effects
of our collective F.I.T. choices

Be present. Be active.

Be informed. Be the change.

Framework for Integrated Teaching



F.I.T. CLUB
FARMING FITNESS FOOD

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