

## Health Education Links in Houghton Mifflin Reading

The following charts highlight areas in HM where nutrition, fitness, and / or health related topics are incorporated. Use these links to give students hands-on and real-world experiences with these topics. Do you have more ideas about fitting wellness-related topics into your curriculum? Please share with Amy Haessly at [amyhaessly@vusd.k12.ca.us](mailto:amyhaessly@vusd.k12.ca.us).

### Grade K

Theme	TE page	Topic
2 Colors All Around	T40	<b>Science Link</b> – Building Background: Ask children to name their favorite fruit. Read aloud the title of the selection and discuss the photograph. Invite children to name the fruits and describe their colors.
	T44	<b>Exploring Words</b> – Color Words: As children brainstorm other foods that are the same colors, create a chart.
	T90	<b>Exploring Words</b> – Color Words: Begin a discussion of shades of color with children. Use words like bright, light, and dark. Define strawberry red as a deep, dark red and scarlet as a bright, fiery red. Have children choose one of the color phrases from the chart to illustrate.
	T144	<b>Science Center</b> – Have children draw pictures of different kinds of fruits they have eaten. Have small groups sort the pictures by color.
3 We're a Family	T5C	<b>Building Vocabulary Center Activity 7</b> – Mmm, Bread!
	T95	<b>Writing</b> – Creating Lists: Ask children to help you make a shopping list for the barbecue.
	T103	<b>Dramatic Play Center</b> – Children can illustrate lists in the Dramatic Play Center. Write a grocery list for a family event, for example, a birthday party. *Goldilocks & The Amazing Little Porridge Pot both refer to porridge. Explore this food and other breakfast foods.
	T127	<b>Writing</b> – Using Action Words: Make a chart of actions to sequence the story about making tortillas.
	T137	<b>Writing</b> – Using Order Words: Add numerals and number words to the action chart to show the steps of "How to Cook Tortillas"
	T145	<b>Writing</b> – Using Order Words: Review the chart made showing the steps needed to make tortillas. Have students practice using order words to give directions.
4 Friends Together	T40	<b>Reading the Big Book</b> – Marginalia: Oral Language & UA English Language Learners A menu is a list of foods you can order in a restaurant. Tell us about any menus you have seen. Did it have pictures or just words? How did the pictures help you?
	T69	<b>Writing and Oral Language</b> – Using action words Students pantomime actions. Record on chart paper. Students write and illustrate words. * Reinforce action words during recess/PE
	T78	<b>Writing and Vocabulary Expansion</b> – Using action words Students think of other action words and add to the list. They generate their own sentences.* Reinforce action words during recess/PE
	T117	<b>Writing Center</b> – Help children recall the story together and draw ingredients the young man put into the soup. Make an illustrated recipe.
	T123	<b>Art Center</b> – Put the list of action words in the Writing Center. Cut the pictures of many kinds of foods from grocery store flyers. Children choose one picture, and use an action word to go with it.
	T127	<b>Art Center</b> – In the Art Center, place pictures of fruits and vegetables, cut from grocery flyers. Have children work cooperatively to make a Good to Eat Alphabet Book.
8 Down on the Farm	T40	<b>Social Studies Link</b> – Ice Cream: From Cows to Kids <b>UA Challenge</b> – Children who are ready for a challenge can describe and draw the steps for making another familiar food, like chocolate pudding, pancakes, or scrambled eggs.
	T69	<b>Shared Writing</b> – Write the word FOODS on chart paper. Ask children to name as many exact naming words as they can for the word FOODS.
	T145	<b>Science Center</b> – From magazines and grocery circulars, cut pictures of farm produce, dairy products, and grains. Children make personal collages of pictures representing foods they like to eat. They label their collages.

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### Grade 1

Theme	TE page	Topic
2 Here We Go	T120	<b>Preparing to Read</b> – Hot Fox Soup Build Background suggestion: make a connection to making soup, favorite kinds, and ingredients.
	T128	<b>UA Extra Support</b> – Writing Support suggestion is to have children name different kinds of soup. Create a list.
	T130	<b>Vocabulary</b> – Chart favorite foods. Look at food pictures and sort into categories. Make Favorite Foods book.
3 Let's Look Around	T108	<b>UA Extra Support</b> – Writing Support for Responding Ask each child to name a favorite food or dish. After labeling foods, guide children to group them. Students may refer to this list when addressing writing prompt during responding.
	T109	<b>Responding</b> – Mr. C's Dinner <b>Writing</b> – Make a list. Write a list of other foods Mr. C might serve at dinner. Make a dinner menu using your list.
6 Animal Adventures	T44	<b>Preparing To Read</b> – The Sleeping Pig Building Background – While discussing how watermelons grow, children are asked to name other fruits or vegetables that grow above ground.
	T62	<b>Vocabulary</b> – Fruits & Vegetables Students categorize fruits and vegetables.
7 We can Work It Out	T167	<b>UA English Language Learners</b> Discuss breakfast foods. Possibly bring in syrup.
	T181	<b>Health Link</b> – Blueberry Pancakes Read a recipe. Discuss ingredients and food groups.
8 Our Earth	T172	<b>UA English Language Learners</b> Review apple products connected to story like apple butter, apple cider, etc.
	T184	<b>Vocabulary</b> – Words that Describe Apple Products Students are asked to come up with products made from apples.

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### Grade 2

Theme	TE page	Topic
1 Silly Stories	16 36-37  76  R27 R30-R31	<p><b>Preparing to Read - Dragon Gets By</b> and <i>A Balanced Diet</i></p> <p><b>Responding - Dragon Gets By</b>, Write a Shopping List, Plan a Balanced Lunch, and Make a TV Commercial  <i>Each activity allows for discussion of planning healthy meals and examining how food commercials and packaging can influence food choices.</i></p> <p><b>Social Studies Link:</b> It's Easy to be Polite  <i>Incorporate a discussion of table manners and what's appropriate manners at school (i.e. at the school salad bar) and at home.</i></p> <p><b>Silly Stories Writing Activities:</b> Write a Recipe</p> <p><b>Silly Stories Cross Curricular Activities:</b> Science – Make a Food Pyramid; Math – Graph Information; Health &amp; Safety/Drama – Make a School Poster (<i>encourage students to make a poster about lunchtime etiquette, salad bar rules, hand washing signs, etc</i>); Social Studies – Research Farming</p>
2 Nature Walk	114  R33	<p><b>Launching the Theme for Nature Walk</b>  <i>Encourage students to take their own nature walks or take a nature walk around your campus. Ask students where they go to hike or play outside with their families.</i></p> <p><b>Nature Walk Writing Activities – Shared Writing – Write a Recipe</b>  <i>After students write the recipe, have the ingredients for them to make the recipe.</i></p>
3 Around Town	258 259 365  R29  R43	<p><b>Responding to Chinatown</b> – Describe your own favorite Restaurant</p> <p><b>Health</b> – Identify Healthful Activities</p> <p><b>Responding to Jamaica Louise James</b> – Art: Draw Pictures for Your Community  <i>Create art posters to promote healthy choices and display them in the cafeteria.</i></p> <p><b>Comprehension Skills: Making Judgments Challenge/Extension</b> – Health in Our Community – identify things people do to stay healthy.</p> <p><b>Cross Curricular Activities: Language Arts</b> – Make a Menu of Foods from Different Cultures</p>
5 Family Time	175  180  221	<p><b>UA Challenge: Writing a Recipe</b>  <i>Write a recipe for a favorite sandwich or smoothie. Describe the flavors and colors of each ingredient.</i></p> <p><b>Health Link : Jalapeno Bagels</b> – <i>Welcome to the Kitchen</i>            Address kitchen safety topics</p> <p><b>UA Challenge: Health</b>            Design carousels based on the theme of eating healthful foods.</p>

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### Grade 3

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1 Off to Adventure	11C R2	<b>Reading Science Center Activity 1</b> "Mixture Recipe" to make a fruit salad. <b>Reader's Library</b> <i>The Lost and Found – The Lunch Room</i> engages students in a discussion of desserts and what is considered healthy. <i>Brainstorm with students about what makes a healthy dessert selection.</i>
2 Celebrating Traditions	204 R17 R30	<b>A Healthy Recipe from Ghana</b> – Develop skills to follow a recipe by making peanut butter with students. Be aware of students with food allergies. <b>Comprehension Skills: Social Studies</b> – Compare Feast Days in Different Cultures <i>Share examples of traditional foods from different cultures.</i> <b>Celebrating Traditions</b> – Writing Activities – Write a Menu <i>Identify nutritious menu items.</i>
3 Incredible Stories	R6	<b>Reader's Library</b> – My Green Thumb <i>Ask students if they have a garden. What do they grow? Can they eat it?</i>
4 Animal Habitats	13E	<b>Reading in Science Center Activity 17</b> – Making an Energy Pyramid <i>Challenge students to create their own energy pyramid.</i>
6 Smart Solutions	R11	<b>Challenge/Extension: Health/Family</b> – Chart the Chores in the Household <i>Ask students who is responsible for cooking? Food shopping? Challenge students to make a family meal. Ask students to sequence what is needed to make a family meal.</i>

### Grade 4

Theme	TE page	Topic
2 American Stories	214	<b>Health Link:</b> Fun Games for Family Gatherings <i>Encourage students to be physically active with their families.</i>
3 That's Amazing	356	<b>Dance Link:</b> Let's Have a Ball <i>Ask students to demonstrate their own favorite dances. Have your own dance party.</i>
4 Problem Solvers	446	<b>Health Link:</b> Snow Runners <i>Ask students what winter sports they enjoy. Why would snow shoeing be good exercise?</i>
5 Heroes	580	<b>Health Link:</b> A Recipe from Gloria Estefan's Restaurant – Ensalada de Fruta Tropical <i>Students learn to follow a recipe by making the salad as a class.</i>

### Grade 5

Theme	TE page	Topic
2 Give It All You've Got	134A R8 R37	<b>Teacher Read Aloud</b> – baseball player Sammy Sosa <b>Reader's Library</b> – Buck Leonard (baseball player) * Over the course of the theme, teach students the game of baseball. Make connections to the determination it takes to be an athlete and the importance of activity. <b>UA Challenge</b> – Health and Safety: Planning a Good Health Regimen Discuss the importance of exercise, eating healthy foods, and getting plenty of sleep for students and athletes. In small groups students can research and report their findings.
4 Person to Person	359	<b>Responding</b> - Plan a Healthy Diet Review the categories of food that Lynn's guests collected for the homeless shelter. Under each category, make a list of foods that you think would contribute to a healthy diet. Plan a meal using the foods in your list.
6 Animal Encounters	666	<b>Responding</b> – Write Directions A person who relies on food from the forest would know what food to eat and how to prepare it. Use information from the selection to write directions for making a wilderness meal. Include choices for a main course, side dish, and dessert.