

# Teaching Cloverleaf Books™ My Healthy Habits

cloverleaf books™

Interest Level: Grades K-2

Reading Level: Grade 2

LEARNER  SOURCE™

## Titles in this series:

*Be Aware! My Tips for Personal Safety*

*Choose Good Food! My Eating Tips*

*Keep Calm! My Stress-Busting Tips*

*Move Your Body! My Exercise Tips*

*Poison Alert! My Tips to Avoid Danger*

*Zones at Home*

*Take a Bath! My Tips for Keeping Clean*

## Standards

### National Curriculum Standards for Social Studies

- Individual Development and Identity
- Science, Technology, and Society

### Next Generation Science Standards

- LS1.B: Growth and Development of Organisms

### National Science Education Standards

- Life Science
- Science in Personal and Social Perspectives

### Common Core Reading (Informational Text)

- Key Ideas and Details
- Range of Reading and Level of Text Complexity

### American School Counselor Association

- Students will understand safety and survival skills.

## Multiple Intelligences Utilized

- Verbal-linguistic, bodily-kinesthetic, visual-spatial, interpersonal, intrapersonal



 Lerner DIGITAL™

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 LernerClassroom™  
ISBN 978-1-4677-3232-1

# Lesson 1

## Preview a Book

### Purpose

Students will practice the reading strategy of previewing a text before they read.

### Materials

- My Healthy Habits series

### Prepare

- Choose a My Healthy Habits book to use as a model.

### Pretest

- How do you know what a new book is about?

### Model

- Using a My Healthy Habits book as an example, ask students to look at the title of the book. Ask: What is

in the picture on the book's cover?

- Flip through the book, showing students some of the pictures inside.
- Ask students to guess what the book is about based on the title, cover picture, and inside pictures.

### Read

- As a class, read the example My Healthy Habits book.

### Discuss

- What was the book about? Were your predictions correct?

### Practice

- Divide students into small groups. Each group will choose a My Healthy Habits book.
- Students will look at the title, cover art, and interior pictures, as demonstrated.
- One person in each group will write down what the group thinks the book will be about.

### Evaluate

- Review groups' notes and evaluate group participation.

## Lesson 2

# What Is a Healthy Habit?

### Purpose

Students will identify healthy and unhealthy habits.

### Materials

- My Healthy Habits series
- old magazines or photos
- scissors
- glue
- Healthy or Unhealthy? p. 7

### Prepare

- Collect old magazines or photos.
- Divide students into small groups.
- Copy Healthy or Unhealthy? p. 7 for each student. Alternatively, show it electronically and ask them to recreate the column on their own paper.

### Pretest

- What does healthy mean?

- What are some examples of healthy choices that kids can make?

### Read

- Read books from the My Healthy Habits series.

### Model

- Make a two-column chart on the board. Ask students to list some healthy habits and choices described in the books. Write these in the first column.
- Ask the class to list unhealthy choices and habits. Write these in the second column.
- Explain that students will look through magazines to find pictures of healthy and unhealthy choices.

### Practice

- Students will find and cut out pictures that represent healthy and unhealthy choices and habits.
- Students will glue pictures in the correct columns of Healthy or Unhealthy? p. 7.

### Discuss

- Which healthy choice or habit in your chart do you like best? Why?
- Does everyone in your class think the same choices and habits are healthy?

### Evaluate

- Assess completion of Healthy or Unhealthy? p. 7 and understanding of healthy and unhealthy choices.

## Lesson 3

# Why Do We Make Healthy Choices?

### Purpose

Students will write fictional stories about someone who fails to make healthy choices.

### Materials

- My Healthy Habits series
- paper
- pencils

### Pretest

- Why do we make healthy habits?  
What would happen if we didn't?

### Read

- Read one or more books in the My Healthy Habits series.

### Model

- As a class, make a list of healthy choices the character in the book makes.

- Go through the list and discuss each choice. Ask students why the character makes that choice. Invite them to think about what might happen if the character had made a different choice. Could something bad happen?

### Practice

- Invite students to choose one of the healthy habits or choices described in the books. Ask them to come up with a story in which a character makes a different, less healthy choice.
- Students will write a story in which a character makes an unhealthy

choice. The stories will include discussion of what could happen as a result of that character's choice.

### Discuss

- Why do we make healthy choices and practice healthy habits? Who benefits from doing so?

### Evaluate

- Evaluate stories to be sure students understand healthy and unhealthy habits.

## Lesson 4

# Tools We Use

### Purpose

Students will learn why people make and use tools.

### Materials

- My Healthy Habits series
- paper
- pencils
- crayons, colored pencils, or markers

### Prepare

- Choose a book to model.

### Pretest

- What are tools? Why do people use tools?
- What do you think of when you hear the word technology?

### Read

- Read the example My Healthy Habits book as a class.

### Model

- As a class, make a list of tools the characters in the book use or encounter, such as a toothbrush or a school bus.
- Discuss what tools are and why we have them. Guide students to understand that people build tools to make tasks easier. This is called technology.

### Practice

- Divide students into small groups. Each group will read a My Healthy Habits book other than the one used as a class model.
- Each group will make a list of the tools used in the book.
- Next, each group member will choose one tool from the group's

list, draw a picture of it, and then write a few sentences to explain how that tool helps people.

### Discuss

- What was the most useful tool your group listed?
- Besides tools, what else is part of technology?

### Evaluate

- Evaluate groups' lists and teamwork as well as the follow-up discussion.

## Lesson 5

# Track Your Healthy Habits

### Purpose

Students will keep track of their own healthy habits for a week.

### Materials

- My Healthy Habits series
- Healthy Habits Chart p. 8
- pencils

### Prepare

- Copy Healthy Habits Chart p. 8 for students.

### Pretest

- What healthy habits and choices do you make in your life?

### Read

- Read the My Healthy Habits books.

### Model

- As a class, go through the My Healthy Habits books one by one. Ask students to point out one or two healthy habits from each one.
- Show Healthy Habits Chart p. 8 to students. Demonstrate how to write a healthy choice or behavior in one of the boxes.

### Practice

- For the next week, students will use Healthy Habits Chart p. 8 to keep track of their own healthy behaviors and choices.

### Discuss

- What do you think of your habits and choices this week?
- Are there any habits or choices you are especially proud of? Are there any you would like to change?

### Evaluate

- Evaluate groups' lists and teamwork as well as the follow-up discussion.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Healthy or Unhealthy?

Cut out pictures that show healthy and unhealthy choices. Then glue them into the correct columns below.

Healthy	Unhealthy

Name \_\_\_\_\_

Date \_\_\_\_\_

## Healthy Habits Chart

Every day this week, write down two healthy choices you make. Put the first choice in the Healthy Habit A column. Put the second choice in the Healthy Habit B column.

	Healthy Habit A	Healthy Habit B
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		