

# Healthy Story Time Guide

Activity sessions  
that promote  
healthy eating and  
physical activity.



The Healthy Story Hour Guide is a resource designed to introduce children aged 2 to 6 to healthy eating and physical activity concepts in a fun and interactive way. The purpose of this guide is to introduce the main concepts of healthy eating and physical activity to young children through popular children's books, interactive experiences, and meaningful activities.

The healthy story time activity sessions can be used independently or as a series. Each session introduces a different concept and includes one or two read-aloud stories, one physical "action" story, and an activity that supports the main topic. Each session can be completed in one hour.

This guide was developed for the partners of the Sussex Child Health Promotion Coalition in partnership with Nemours Health and Prevention Services, the Child and Youth Librarians of Sussex County, Delaware, and the Sussex County Consumer Health Librarian from the Delaware Academy of Medicine. This guide was published by The Leader and State Register, which serves western Sussex County, and The Sussex Post, which serves the heart of Sussex. Both community newspapers are owned by Independent Newspapers, Inc.



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# Session One: Fruits and Vegetables

## Book(s)

*Eating The Alphabet* by Lois Ehlert  
*Growing Vegetable Soup*  
by Lois Ehlert

## Action Story

Picking Fruits and Vegetables  
from the Garden

## Activity Worksheet(s)

Vegetable Soup

## Supplies

Crayons  
Colored pencils or markers  
Scissors  
Glue

## Instructions

### 1. Introduce today's topic:

*Fruits and Vegetables*, and how eating more of them can make us healthier.

### 2. Introduce and read the first book:

*Eating The Alphabet* by Lois Ehlert, which presents a fruit or vegetable that starts with each letter of the alphabet.

### 3. Ask the children the following questions to generate discussion:

- Did you see some fruits and vegetables in the book that you knew about?
- Which one(s)? (Go to the picture of the fruit or vegetable in the book and show to the class).
- Have you ever eaten it?

- Did you like it?
- What did it taste like?
- What color is it?
- Did you see some fruits and vegetables in the book that you didn't know about?
- Which one(s)? (Go to the picture of the fruit or vegetable in the book and show to the class).
- Has anyone ever eaten it?
- Did you like it?
- What did it taste like?
- What color is it?

### 4. Introduce and read the next book:

*Growing Vegetable Soup* by Lois Ehlert, which teaches children about how vegetables grow.



**5. Ask the children the following questions to generate discussion:**

- a. Have you ever grown your own vegetables before?
- b. What kind of vegetables did you grow?
- c. What kind of vegetables would you like to grow?
- d. In what season do we grow vegetables?
- e. Have you ever had vegetable soup before?
- f. Did you like it?

**6. Introduce the action story:**

*Picking Fruits and Vegetables from the Garden.*

Instruct the children to act out the action words as they hear them in the story.

**7. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

**8. Remind the children to stay in their own space.**

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

**9. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

**10. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

**11. Ask the children to move** to the tables for the activity.

**12. Distribute the activity sheet:** *Vegetable Soup*.

**13. Introduce the activity.**

Explain that just like in the story, they are going to make pretend vegetable soup using some of the vegetables that you read about in *Eating the Alphabet*. Ask them to choose which vegetables they want in their soup, color them in, cut them out, and paste them in the bowl to make their own vegetable soup.

## Session One Action Story: Picking Fruits and Vegetables from the Garden

John and Linda were **TAKING A WALK (HIGH KNEE RAISES)** one spring afternoon, when they decided to plant a garden for their mother for Mother's Day. When their mother heard the good news, she **JUMPED UP AND DOWN** and **CLAPPED HER HANDS**.

John **RAN** down to the store to buy the seeds, while Linda **HOPPED** over to the tool shed to get a shovel and a rake. Linda **RAKED** an area and then **DUG** five holes. John **MARCHED** home from the store and did **FIVE TOE TOUCHES** to put the seeds in the holes. Linda **RAKED** the dirt back to cover the seeds. John did **FIVE SHOULDER SHRUGS** while carrying a bucket of water for the newly planted seeds.

John and Linda's mother **RAN** out to see what her children had done. She did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** with excitement over her newly planted garden!

Every morning, John and Linda **RAN** out to their garden to help their seeds grow healthy and tall. They **SQUATTED** down to pull weeds and did **SHOULDER SHRUGS** while **CARRYING WATER** for their plants. After many weeks, their garden was full of bright and healthy fruits and vegetables! John **HOPPED** out to the garden with a large basket to collect the fruits and vegetables that had grown. Linda **STOOD ON HER TOES** to reach the fruits on the trees and John **SQUATTED** down to pick the vegetables. They **CARRIED THEIR BASKETS** inside and enjoyed their fruits and vegetables for dinner!

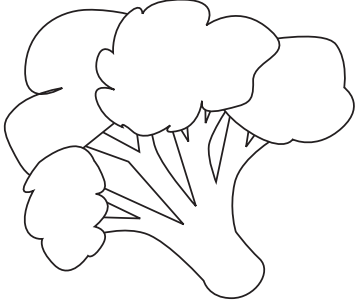
At the end of the summer, John and Linda's mother **WALKED** out to their garden and thanked them for the wonderful gift of fruits and vegetables. John and Linda **STRETCHED** their arms to the sky and **CLAPPED THEIR HANDS** for a job well done!



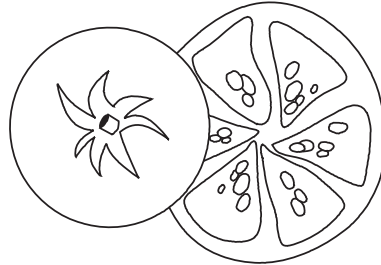
# Vegetable Soup

Make your own vegetable soup! Choose the vegetables you want in your soup, color them in, cut them out and paste them in your bowl.

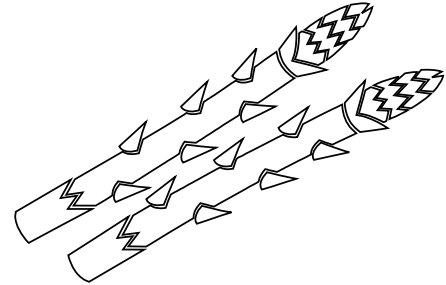
Broccoli



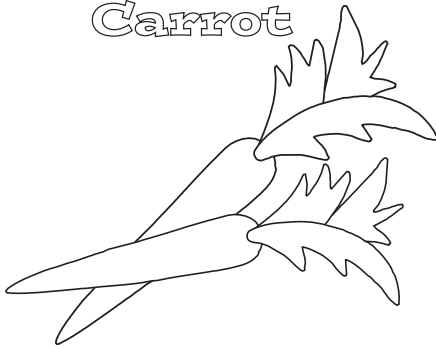
Tomato



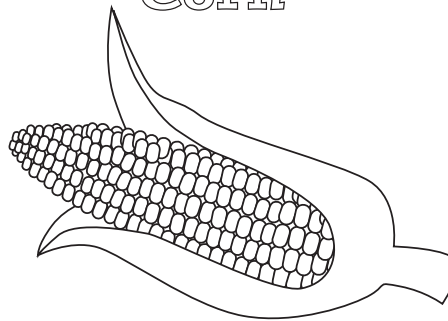
Asparagus



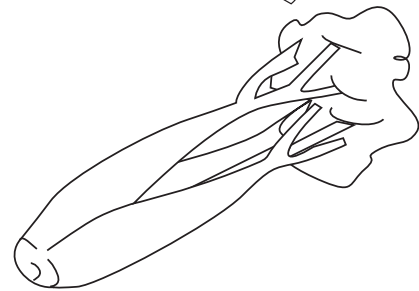
Carrot



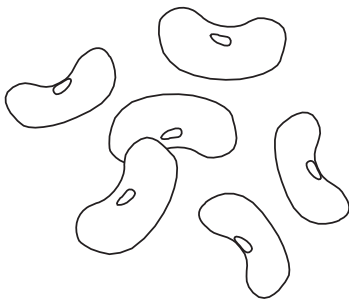
Corn



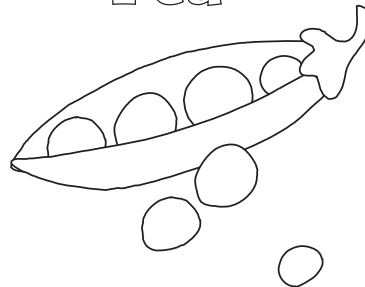
Celery



Bean



Pea



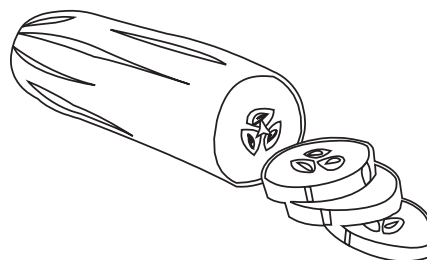
Pepper



Onion



Cucumber



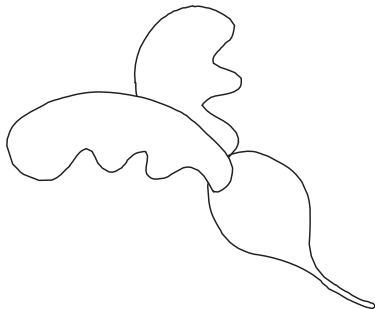
Artichoke



# Vegetable Soup

Make your own vegetable soup! Choose the vegetables you want in your soup, color them in, cut them out and paste them in your bowl.

Beet



Brussel Sprout



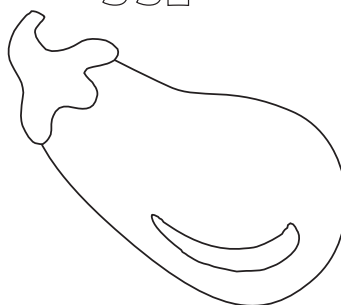
Cabbage



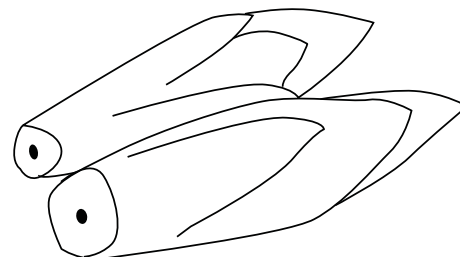
Cauliflower



Eggplant



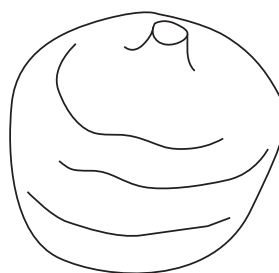
Endive



Jalapeño



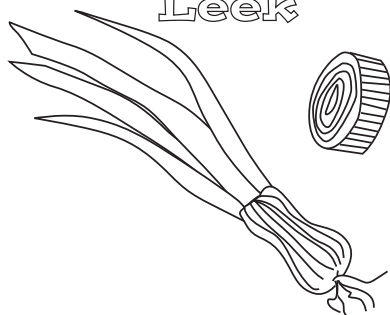
Jícama



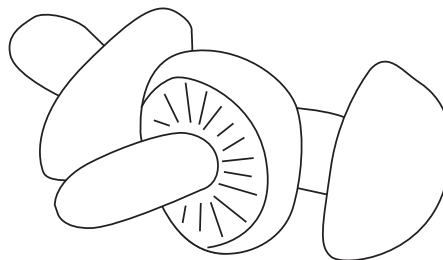
Kohlrabi



Leek



Mushroom



Spinach



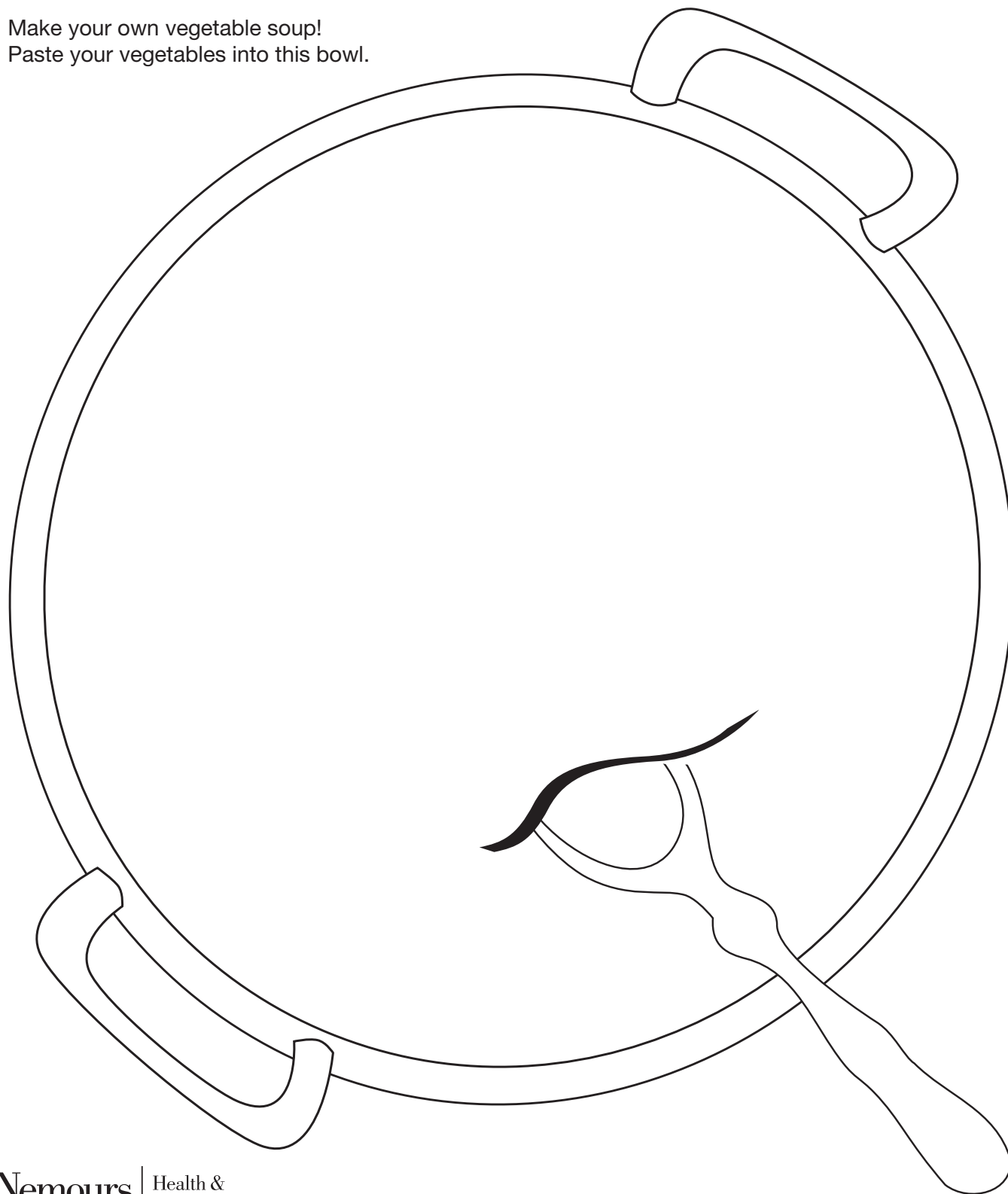


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Write Your Name Here

# Vegetable Soup

Make your own vegetable soup!  
Paste your vegetables into this bowl.



## Session Two: Eating Different Colored Fruits and Vegetables

### Book(s)

*Happy Healthy Monsters Eat Your Colors* by Sesame Street

### Action Story

Colors of the Rainbow

### Activity Worksheet(s)

Make your plate a rainbow of colors!  
(three pages)

### Supplies

Crayons  
Colored pencils or markers  
Scissors  
Glue

## Instructions

### 1. Introduce today's topic:

*Eating Different Colored Fruits and Vegetables*, and the importance of eating all of the different colors of the rainbow.

### 2. Introduce and read the first book:

*Happy Healthy Monsters Eat Your Colors* by Sesame Street.

### 3. Ask the children the following questions to generate discussion:

- What was your favorite part of the book?
- What did the characters do to make themselves healthy?

### 4. Introduce the action story:

*Colors of the Rainbow*. Instruct the children to act out the action words as they hear them in the story.

**5. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

**6. Remind the children to stay in their own space.** Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.



**7. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

**8. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

**9. Ask the children to move to the tables for the activity.**

**10. Distribute the activity sheet:** *Make Your Plate a Rainbow of Colors!*

**11. Introduce the activity,** referring to the characters in the action story, Lamar and José, to help illustrate how to find fruits and vegetables of different colors. The children will create a rainbow of colors on their plate, using different colored fruits and vegetables that you read about in *Happy Healthy Monsters Eat Your Colors*. They will choose which fruits and vegetables they want to try, color them in, cut them out, and paste them on their plate to make a rainbow of colors!



## Session Two Action Story: Colors of the Rainbow

On a warm, fall day Lamar and José were **RUNNING** around **KICKING** the soccer ball in the yard. Lamar's mom was just about to **SKIP** out the door to the farmer's market and asked the boys if they wanted to come along. They **NODDED THEIR HEADS, PICKED-UP** their water bottles and followed her to the car. Lamar and José **HOPPED** into the car and Lamar's mom drove away. When they arrived at the farmer's market, they **JUMPED OUT** to see all of the wonderful fruits and vegetables. They **JUMPED UP AND DOWN FIVE TIMES** and **CLAPPED THEIR HANDS ABOVE THEIR HEADS FIVE TIMES!** Lamar and José helped to find all of the items on the shopping list. First they **RAN** down the aisle to find some red apples. They **SQUATTED** down to get the apples and put them in the basket José was **CARRYING**. Next, they needed to look for some golden peaches. They did **FIVE TOE RAISES** to see what row the peaches were on. Once they found them, they **RAN** over to get the best-looking peaches. Now there were only a couple more items to be found. Lamar and José **MARCHED** up and down the aisles until they found the crisp, green spinach they were going to use for a salad. After they placed the spinach in their basket, they **HOPPED** over to the next aisle. Lamar's mom was **SQUATTING** down looking at some very juicy blueberries. They looked so good! Now they were ready to buy their tasty fruits and vegetables and head home. As they **WALKED** to the register, José spotted his favorite fruit, purple grapes! He did **FIVE TOE TOUCHES** in excitement and as asked if they could buy them. Lamar's mom **NODDED** her head and as he **PICKED UP** some grapes and put them into their basket. As they were driving home, Lamar and José noticed the delicious fruits and vegetables they had just bought made a rainbow! They were so happy, they **STRETCHED** their arms into the air and **CLAPPED THEIR HANDS!** For dinner that night, Lamar's mom wanted to cook some sweet corn. José and Lamar **SKIPPED** over to the basket, did **FIVE SHOULDER SHRUGS** and **CARRIED** the basket to Lamar's mom. They were so excited to help Lamar's mom, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES.**



# Make your plate a rainbow of colors!

Pick two fruits and vegetables of each color. Cut them out and then paste in the correct color section on your plate to make your plate a rainbow of colors.

## RED



apple



strawberry



watermelon

## ORANGE



orange



peach



yam  
(sweet potato)

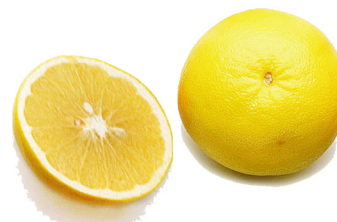
## YELLOW



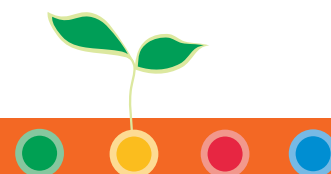
banana



corn



grapefruit



# Make your plate a rainbow of colors!

Pick two fruits and vegetables of each color. Cut them out and then paste in a rainbow on your plate!

## GREEN



spinach



broccoli



kiwi fruit

## BLUE



blueberries

## PURPLE



grapes



egg plant



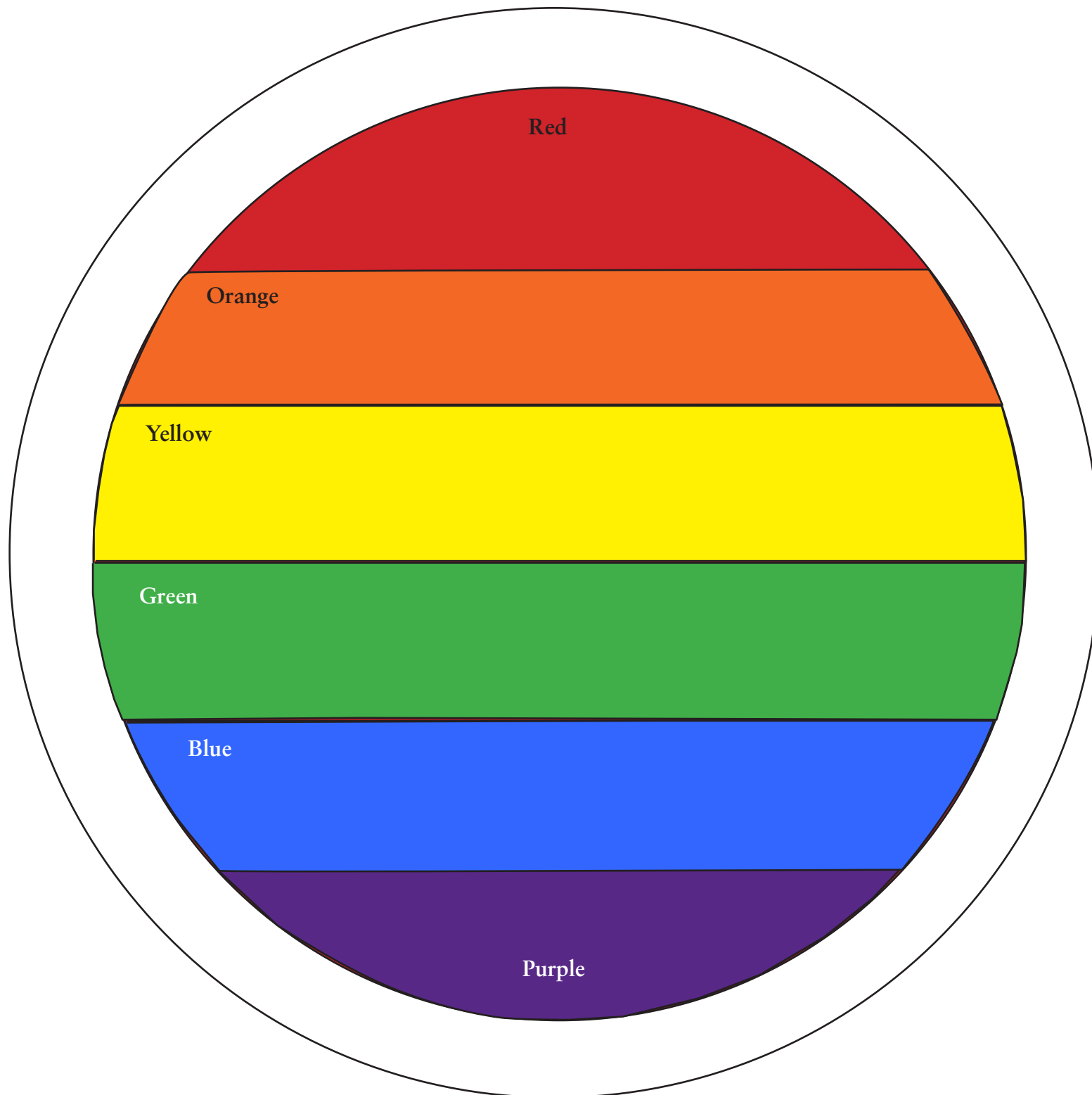
plum



# Make your plate a rainbow of colors!

Paste the fruits and vegetables in a rainbow on your plate.

Remember to eat all different colors of fruits and vegetables.



## Session Three: Trying New Foods

### Book(s)

*The Trouble with Cauliflower* by Jane Sutton

### Action Story

New Fruits and Veggies at the Market

### Activity Worksheet(s)

New fruits and vegetables to try  
Fruit and Vegetable King  
Fruit and Vegetable Queen

### Supplies

Crayons  
Colored pencils or markers  
Scissors  
Glue

## Instructions

### 1. Introduce today's topic:

*Trying New Foods*, and the importance of trying a food a few times before deciding if you like it.

### 2. Introduce and read the first book:

*The Trouble with Cauliflower* by Jane Sutton, which will show us trying new things may not always turn out the way that we expect them to.

### 3. Ask the children the following questions to generate discussion:

- Has anyone ever tried cauliflower before?
- Did you like it?
- Have you ever tried a new fruit or

- vegetable that you didn't know about?
- What did it taste like?
- What color is it?
- What were they?
- Has anyone ever eaten it?
- If you didn't like the fruit or vegetable the first time, do you think you would try it again to see if you might like it the next time?
- Did you know that it can take more than 10 tries for you to like a new food? If you don't like it the first time, try it again! themselves healthy?





#### 4. Introduce the action story:

*New Fruits and Veggies at the Market.* Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

#### 6. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. Ask the children to move to the tables for the activity.

#### 10. Distribute the activity sheet(s):

*New fruits and vegetables to try, Fruit and Vegetable King, and Fruit and Vegetable Queen.*

#### 11. Introduce the activity.

Use the characters from the story, Keri and Anne, to describe the activity. The children will create fruit and veggie crowns using examples of different fruits and vegetables that you read about in *Eating the Alphabet* last week. They will cut out their crown, choose six fruits and vegetables that they have never had before and want to try, color them in, cut them out, and paste them onto their crown. Each time they try one new fruit or vegetable, they can add it to their fruit and vegetable crown.



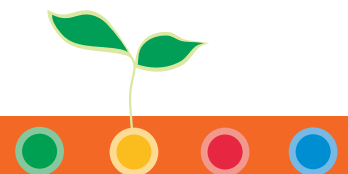
## Session Three Action Story: New Fruits and Veggies at the Market

Keri and Anne were **TAKING A WALK** one day after school, when they decided they wanted to have a snack. They **RAN** all the way back to Keri's house to ask her mother what they could eat. Her mother did **FIVE SHOULDER SHRUGS** and said they would have to go to the market.

They **HOPPED** down the street to the market. When Keri and Anne **WALKED** into the store, there were so many bright and colorful fruits and vegetables to choose from. They all looked so good! Keri **MARCHED** over to the apples and **PICKED UP** two of the juiciest looking red apples. Anne saw a new fruit she had never seen before and wanted to try it. Anne **STOOD ON HER TOES**, holding the tropical mango she **PICKED UP** in the air. Keri **WALKED** over to see what the new fruit was. They were both so excited to try a new fruit, they **JUMPED UP AND DOWN** and **CLAPPED THEIR HANDS!**

Keri and Anne **RAN** over to find Keri's mom in the vegetable section of the market. She was **CARRYING A BAG** with broccoli in it to cook for dinner. Keri **SHOOK HER HEAD** and told her mom that she didn't like broccoli. Anne **SQUATTED** down to tie her shoe, and told Keri how good broccoli was and she should try it again. Keri did **FIVE SHOULDER SHRUGS** and said she would try it again at dinner.

Later that night at dinner, Keri **SCOOPED** some of the broccoli her mom had cooked onto her plate. She **PICKED UP** a piece of broccoli with her fork and tried it again. Keri thought it was so delicious! Keri's mom was so proud of her for trying the broccoli again, she **JUMPED UP AND DOWN** and **CLAPPED HER HANDS!**



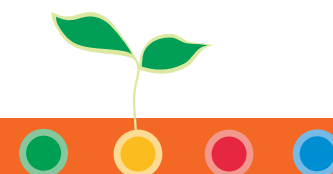
## New fruits and vegetables to try

Choose six fruits and vegetables you have never had before that you want to try.

Draw the six new fruits and vegetables you want to try in the boxes.

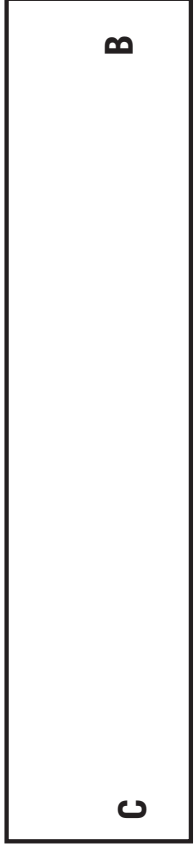
Every time you try a new one, you get to wear your fruit and vegetable crown!

1	2
3	4
5	6



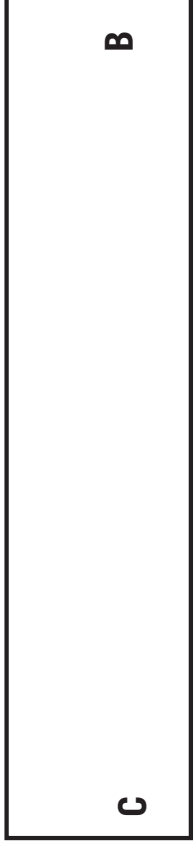
# Fruit and Vegetable King

Decorate your fruit and vegetable crown. Cut out and tape together by matching the letters. Make sure to fit to your head! Wear your crown each time you try one of the new fruits or vegetables on your list.



# Fruit and Vegetable Queen

Decorate your fruit and vegetable crown. Cut out and tape together by matching the letters. Make sure to fit to your head! Wear your crown each time you try one of the new fruits or vegetables on your list.



## Session Four: Feeling Full

### Book(s)

*The Very Hungry Caterpillar*  
by Eric Carle  
*Gregory the Terrible Eater*  
by Mitchell Sharmat

### Action Story

Thanksgiving Full

### Activity Worksheet(s)

The Hunger Meter  
Draw a healthy dinner (take home)

### Supplies

Crayons  
Colored pencils or markers

## Instructions

### 1. Introduce today's topic:

*Feeling Full*, and how to listen to your body to know when to start and stop eating.

### 2. Introduce and read the first book:

*The Very Hungry Caterpillar* by Eric Carle, which will show us that sometimes if we eat too much it can make us feel sick.

### 3. Ask the children the following questions to generate discussion:

- What does it feel like to be hungry? Does your stomach growl? How does it feel to have an empty stomach?
- Is this a good feeling?
- What does it feel like to be full?

- Do you like that feeling?
- Has anyone ever been so hungry that they ate so much and then didn't feel very good?
- Did you like that feeling?
- Did you eat the food very fast?
- How did you feel?

### 4. Introduce and read the next book:

*Gregory, the Terrible Eater* by Mitchell Sharmat, which will teach more about how it feels when we sometimes eat more than we need to.



**5. Ask the children the following questions to generate discussion:**

- a. Do you ever listen to your body before you start eating?
- b. What tells you that you need to eat?
- c. Do you ever listen to your body when you are eating?
- d. How can you tell when you have had enough to eat?
- e. Do you stop eating when you feel full?

**6. Introduce the action story:**

*Thanksgiving Full.* Instruct the children to act out the action words as they hear them in the story.

**7. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

**8. Remind the children to stay in their own space.**

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

**9. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

**10. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

**11. Ask the children to move to the tables for the activity.**

**12. Distribute the activity sheet(s):**

*The Hunger Meter* and *Draw a healthy dinner* (to take home). Explain that just like Jack and Rebecca from the action story, we are going to learn more about feeling full.

**13. Introduce the activity.**

Explain the *The Hunger Meter*, which is a way to measure hunger or fullness. The meter can help the children tell when they have had enough to eat. Number 1 means very hungry, and number 5 is very full. Number 3 is just right.

Instruct the children to color in their own hunger meter so that the next time they have a meal with their family, they can check where they are on the Hunger Meter so that they do not eat too much and get a stomachache like Jack and Rebecca did.

## Session Four Action Story: Thanksgiving Full

Jack and Rebecca were **RAKING** the leaves on a fall afternoon. They made a big pile of leaves in the middle of the yard and took turns **RUNNING** and **JUMPING** into them. They were very excited because it was Thanksgiving Day!

Jack and Rebecca were looking forward to all of the good food they would have for dinner. They **MARCHED** inside to help their mother finish the cooking. Their mother was **STANDING ON HER TOES** to reach all of the spices in the cupboard when they **RAN** into the kitchen and asked what they could help with. She was so excited that they wanted to help her she did **FIVE JUMPING JACKS** and **CLAPPED HER HANDS!** Jack did **FIVE SHOULDER SHRUGS** while **CARRYING** the sack of potatoes for the mashed potatoes. Rebecca **SQUATTED** down to look at the turkey roasting in the oven. She then **REACHED UP** into the refrigerator to get out the corn that still needed to be cooked. Their mother **HOPPED** downstairs to get some of the other food they were going to have. Once everything was ready, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** with excitement because everything looked so good!

Jack and Rebecca **SAT DOWN** at the table and each **SCOOPED** large helpings of food onto their plates. Their mother asked them if they were going to eat everything. They both **NODDED THEIR HEADS** and **PICKED UP** their forks and began eating. They ate and ate, everything tasted so delicious! Once dinner was over, and they had **CARRIED THEIR EMPTY PLATES** to the kitchen sink, Jack and Rebecca started to feel a little funny. They **RUBBED THEIR TUMMIES** because they had stomachaches from eating too much at dinner. They decided to **TAKE A WALK** with their mother, and hoped that would make them feel better. When they got back home, they felt a little better and decided next time they wouldn't eat so much, even when the food is really delicious. Jack and Rebecca **STRETCHED** their arms into the air and gave themselves a **PAT ON THE BACK** for being so helpful and making a wonderful Thanksgiving dinner.





# The Hunger Meter

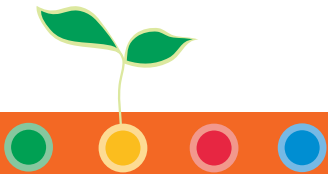
Use this meter to help you tell when you have had enough to eat.

Are you hungry?

How hungry are you?

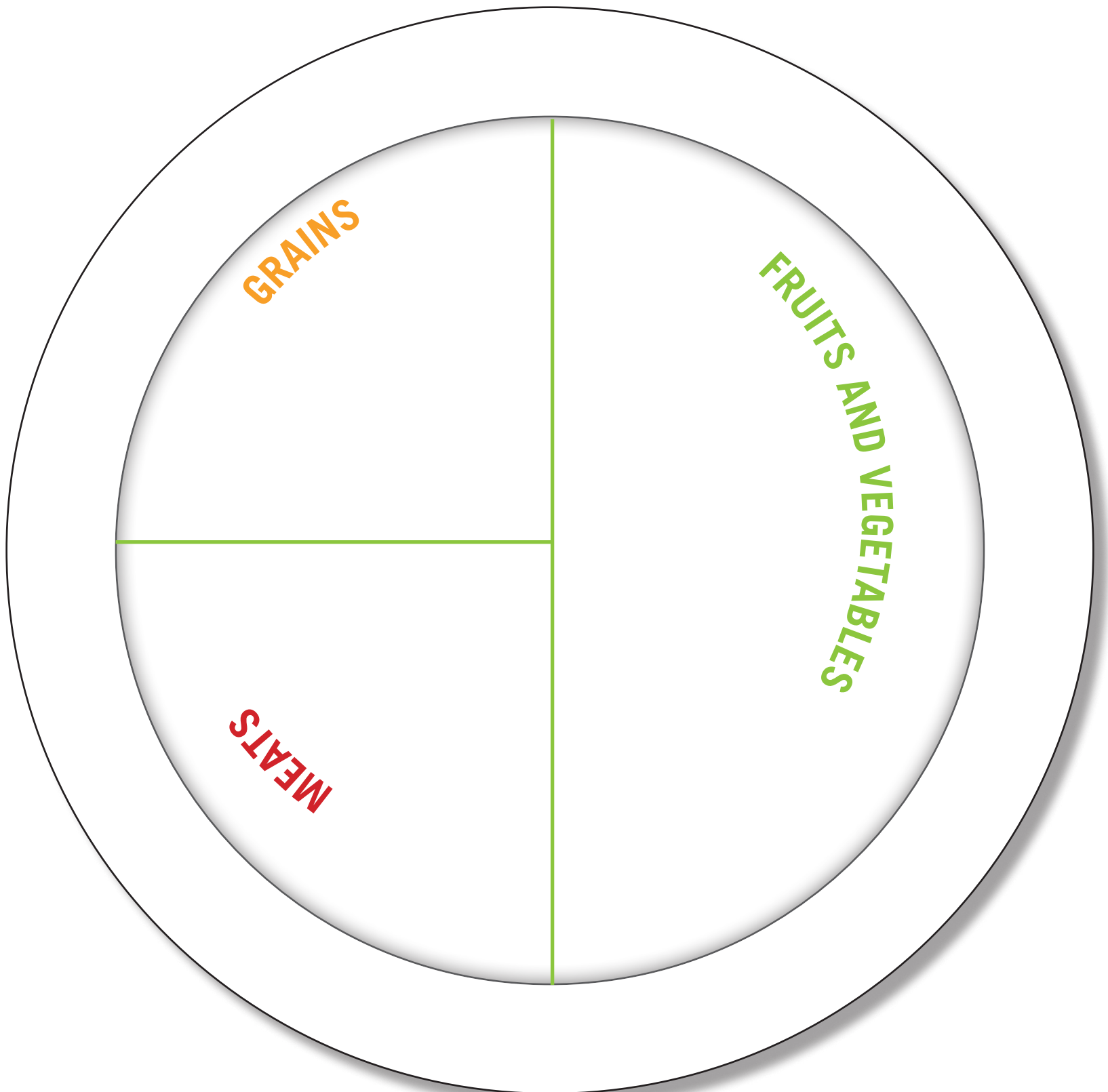
If you are not hungry, WHY do you want to eat?

Very Hungry	Hungry	Just right	Full	Very full
1	2	3	4	5
Need to eat		Stop eating		



## Draw a healthy dinner

Fruits and vegetables are so important to eat that they should cover half of your plate.



## Session Five: Too Much TV

### Book(s)

*The Berenstain Bears and Too Much TV* by Stan and Jan Berenstain

### Action Story

Being Active Around the House

### Activity Worksheet(s)

Instead of watching TV, I like to . . .

Instead of watching TV, I can . . .

### Supplies

Crayons

Colored pencils or markers

Scissors

Glue

## Instructions

### 1. Introduce today's topic:

*Too Much TV*, and other things you can do instead of watching television.

### 2. Introduce and read the first book:

*The Berenstain Bears and Too Much TV* by Stan and Jan Berenstain, which will show a lot of different fun activities besides sitting and watching TV.

### 3. Ask the children the following questions to generate discussion:

- a. How many of you watch TV?
- b. Do you like it?
- c. What types of shows do you like to watch?
- d. When do you watch TV?
- e. How often do you watch TV?
- f. Does your family have the TV on when you are eating meals?
- g. What can you do during meals instead of watching TV?
- h. Can you think of other activities to do instead of watching TV or screen time?
  - Quiet activities to do alone (homework, read, puzzle, etc.)
  - Quiet activities to do as a family (read, board games, crafts, etc.)
  - Active activities to do alone (jump rope, dance, chores, etc.)
  - Active activities to do as a family (dance, walk, go to the park, etc.)



**4. Introduce the action story:**

*Being Active Around the House.* Instruct the children to act out the action words as they hear them in the story.

**5. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

**6. Remind the children to stay in their own space.**

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

**7. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

**8. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

**9. Ask the children to move to the tables for the activity.**

**10. Distribute the activity sheet(s):**

*Instead of watching TV, I like to . . .*

*Instead of watching TV, I can . . .*

**11. Introduce the activity,** referring to Nick and Dave from the action story to illustrate how to find activities they can do instead of watching TV, too! Encourage the children to use the worksheets to identify things they can do instead of watching TV, like in *The Berenstain Bears'* book. The children will choose six different activities from the first worksheet that they like to do or want to try, color them in, cut them out and paste them onto the second worksheet.



## Session Five Action Story: Being Active Around the House

Nick and Dave were outside **SHOOTING HOOPS** in the driveway on a summer afternoon. They had just started another game of basketball when the raindrops began to fall. They didn't want to get wet, so they did **10 JUMPING JACKS** and then **RAN** inside.

Nick and Dave couldn't think of anything to do, so they **HOPPED** over to the TV to see if their favorite show was on. When they saw that their cartoon had just started, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** in excitement! After two hours, Nick's dad walked into the living room and **SHOOK HIS HEAD FROM SIDE TO SIDE FIVE TIMES** when he saw that the boys were still watching TV. He told them that they should have no more than two hours per day and that they needed to find something else to do. They did **FIVE SHOULDER SHRUGS** and **FIVE TOE TOUCHES** while thinking of ideas.

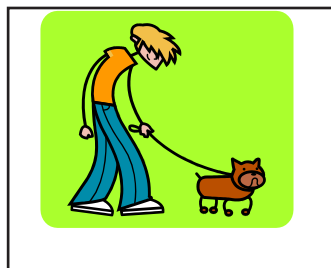
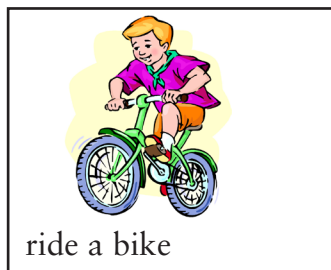
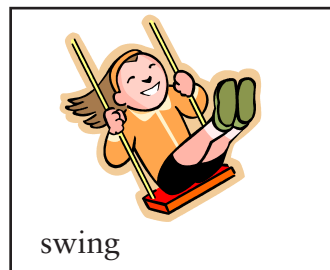
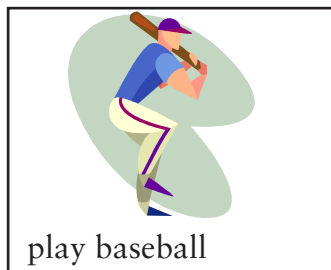
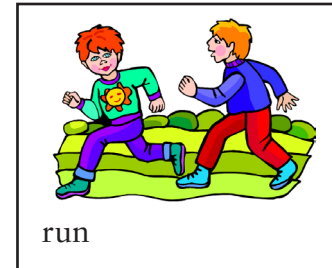
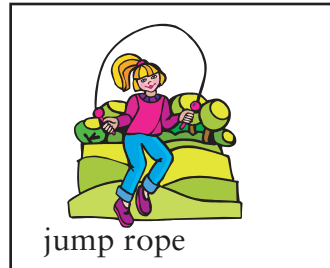
Nick's dad thought of some chores for the boys to do. He **MARCHED** around the house, did **10 CALF RAISES WHILE POINTING** to all of the dust on the bookshelves in the living room. He **SKIPPED** to the kitchen and did **FIVE SQUATS** to show the boys the crumbs that needed to be **SWEPT WITH THE BROOM**. Then, he **RAN** down the stairs and **CARRIED** up a bucket of water and mop so they could **MOP** the floors.

After cleaning all day, the house was spotless. Nick's dad was so happy, he **JUMPED UP AND DOWN** and **CLAPPED HIS HANDS**! The boys **RAN** over to the window to see the sun was out again. Nick and Dave were so excited they did **FIVE JUMPING JACKS** and **HOPPED** outside and began **SHOOTING THE BASKETBALL** again.



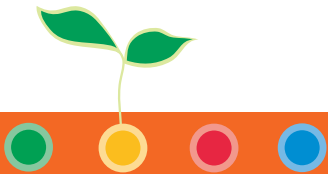
# Instead of watching TV, I like to...

Cut out activities you like to do instead of watching TV!



# Instead of watching TV, I can...

Paste the activities you like to do instead of watching TV!



## Session Six: Your Body

### Book(s)

*The Busy Body Book*  
by Lizzy Rockwell

### Action Story

Keeping Your Body Moving

### Activity Worksheet(s)

Word Search:  
Keep your body moving

### Supplies

Crayons  
Colored pencils or markers

## Instructions

### 1. Introduce today's topic:

*Your Body*, and how your bones, muscles, heart and lungs work together to keep your body moving, what you need to do to make your body strong.

### 2. Introduce and read the book:

*The Busy Body Book* by Lizzy Rockwell, which will show us how the body works and how to keep our bodies healthy and strong.

### 3. Ask the children the following questions to generate discussion:

- a. Has anyone learned about your body before?
- b. What do you know about your body?
- c. What types of activities do you like to do to keep your body busy and moving?
- d. What activities do you like to do in the summer? Fall? Winter? Spring?
- e. How does physical activity make you feel?
- f. Do you like the way it makes you feel?
- g. Do you know how much activity you should be getting each day?
- h. Do you and your family do physical activity together?
- i. What activities do you like to do with your family?
- j. Do you have a favorite sport or physical activity?
- k. What is it?





#### 4. Introduce the action story:

*Keeping Your Body Moving.* Instruct the children to act out the action words as they hear them in the story.

**5. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

#### 6. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

**7. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

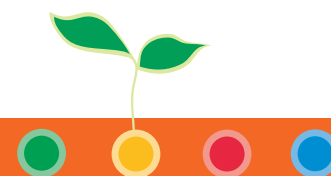
**8. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

**9. Ask the children to move to the tables for the activity.**

#### 10. Distribute the activity sheet(s):

*Keep Your Body Moving Word Search*

**11. Introduce the activity,** referring to Lakeisha and Michael from the action story to illustrate how we can learn new ways to be active. The word search is hiding many different ways to the body busy and moving every day. Encourage the children to find all 23 words to remind them of ways to keep the body moving.



## Session Six Action Story: Keeping Your Body Moving

Lakeisha and Michael enjoy being outside where they can keep their bodies moving by **RUNNING, JUMPING** and **SKIPPING**. They also like **PLAYING BASEBALL** so they can practice **RUNNING, SWINGING THE BAT** and **THROWING**. Michael **PITCHED** a ball to Lakeisha and she **SWUNG** the bat. After she hit the ball, they both **RAN** after it, but it went over the fence. They were so pleased, they did **10 JUMPING JACKS CLAPPED THEIR HANDS ABOVE THEIR HEADS!**

After their baseball game where they practiced **RUNNING, SWINGING THE BAT** and **THROWING**, they decided to **RIDE THEIR BICYCLES**. They peddled **FORWARD 10 TIMES AND BACKWARD 10 TIMES**. “Boy my legs are getting tired,” said Lakeisha “Maybe we should start cleaning things up.” They **PEDDLED** their bikes back into the garage. Michael **PICKED UP** all of the balls and games and while Lakeisha did **FIVE SHOULDER SHRUGS** and **SWEPT** up the dirt.

After picking up and cleaning the garage, Lakeisha and Michael decided to help their mom in the garden. Michael did **10 TOE TOUCHES** while he **PULLED WEEDS**. Lakeisha helped by **WATERING** all the plants with a hose. They were so proud to be helping, they each did **FIVE JUMPING JACKS!** Their parents were so proud that they did **FIVE FORWARD ARMS CIRCLES** and **FIVE BACKWARD ARM CIRCLES** and gave their kids big hugs!

After a healthy dinner, the entire family went for a **WALK**. They talked about how important it is to keep your body moving and that it can be fun!

When they got home from their walk, they got their baths, put on their pajamas and **STRETCHED THEIR ARMS TO THE SKY** and fell fast asleep.



# Keep your body moving

Search for different activities you can do to keep your body busy and moving!

H	S	G	T	S	R	P	E	C	N	A	D	A	E	H	V
H	T	W	K	G	U	E	C	H	Y	B	V	E	D	C	P
T	C	I	I	A	N	D	N	Y	C	A	T	E	I	E	L
A	P	T	E	N	K	A	U	P	S	A	L	H	L	A	B
F	Q	W	A	L	G	L	O	X	K	P	O	P	G	T	B
V	W	O	Y	C	B	J	B	S	T	P	I	L	U	R	B
O	C	R	P	R	L	B	S	O	G	Z	S	N	R	M	W
T	Q	W	H	Q	A	Y	I	M	I	L	I	R	I	Y	A
B	K	N	H	I	L	C	A	R	I	K	K	L	D	U	P
S	S	O	T	A	L	O	E	D	D	C	C	Z	E	Q	I
I	B	T	H	R	O	W	E	N	I	N	R	G	K	O	L
H	I	K	E	R	F	V	I	K	J	J	S	W	I	M	F

- |         |       |       |       |
|---------|-------|-------|-------|
| Bounce  | Glide | Race  | Spin  |
| Catch   | Hike  | Ride  | Swim  |
| Climb   | Hop   | Run   | Swing |
| Dance   | Kick  | Skate | Throw |
| Dribble | Pedal | Skip  | Toss  |
| Flip    | Play  | Slide |       |

## Session Seven: Moving Your Body

### Book(s)

*Move!*

by Steve Jenkins and Robin Page

*Feet Are Not For Kicking*

by Elizabeth Verdick

### Action Story

Hiking for Fitness

### Activity Worksheet(s)

What do you like to do with your feet?

### Supplies

Crayons

Colored pencils or markers

Scissors

Glue

## Instructions

### 1. Introduce today's topic:

Moving Your Body, and how to stay active each day by moving our bodies in different ways.

### 2. Introduce and read the first book:

*Move!* by Steve Jenkins and Robin Page. This book will show us how different animals move and why they move the way they do. This will give us some ideas about how we can move our bodies too!

### 3. Ask the children the following questions to generate discussion:

- Did you see some animals in the book that you knew about?
- What were they? (Go to the picture of the

- animal in the book and show to the class)
- Did you know that animals moved in so many different ways?
- Do you like to move your body?
- In what ways do you like to move your body?
- Have you ever moved your body the way the animals did in the book?
- Did you see some ways to move in the book that you didn't know about?
- What were they? (Go to the picture of the animal in the book and show to the class)
- Has anyone ever moved like that before?
- Did you like it?
- Have you ever done activities where you have to move in different ways?
- What were they?



#### 4. Introduce and read the next book:

*Feet Are Not For Kicking* by Elizabeth Verdick, which teaches us about our feet and different ways we can use them.

#### 5. Ask the children the following questions to generate discussion:

- Did you know that feet were used for some many different things?
- What do you use your feet for?
- Do you like those activities?

#### 6. Introduce the action story:

*Hiking for Fitness*. Instruct the children to act out the action words as they hear them in the story.

7. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

#### 8. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

9. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

10. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

#### 11. Ask the children to move to the tables for the activity.

#### 12. Distribute the activity sheet(s):

*What do you like to do with your feet?*

13. Introduce the activity, referring to Eric and Christina from the action story to illustrate how we can think of different activities that we can do with our feet that get us moving. The children will choose from different activities that we read about in *Move!* and *Feet Are Not For Kicking*, color them in, cut them out, and paste them on their sheet.



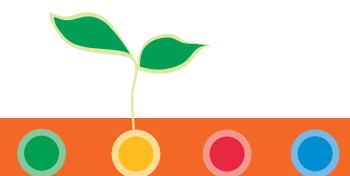
## Session Seven Action Story: Hiking for Fitness

Eric and Christina were going hiking in the mountains for the weekend with their parents. When Christina heard the news, she **JUMPED UP AND DOWN 10 TIMES**. Eric was **DRIBBLING THE BASKETBALL** when Christina came to tell him the good news. Their parents reminded them that they needed to be in good shape to go hiking. After packing, Eric and Christina did **10 JUMPING JACKS** and **10 SQUATS**. This really got their heart beating faster! They finished by **STRETCHING THEIR ARMS UP TO THE SKY** and **STANDING ON THEIR TOES**. Finally, it was time to leave. They were so excited they **HOPPED IN PLACE AND DID HIGH KNEE RAISES** all the way to the car!

Once they got to the nature park, Eric and Christina **SKIPPED** to the hiking trail. They began **MARCHING UP** the trails and **RAN DOWN** the hills on their way to the big mountains. After their good workout from **CLIMBING, RUNNING and WALKING**, they decided to take a little break. They did **FIVE FORWARD ARM CIRCLES, FIVE BACKWARD ARM CIRCLES** and **STRETCHED THEIR ARMS TO THE SKY** to reach for the water bottles they had packed. After a short break, Eric and Christina's parents said they should begin to **WALK** back down the trail. They all did **FIVE SHOULDER SHRUGS**, picked up their backpacks and began **MARCHING** down the mountain.

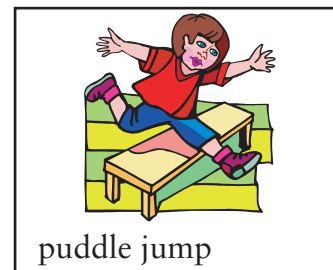
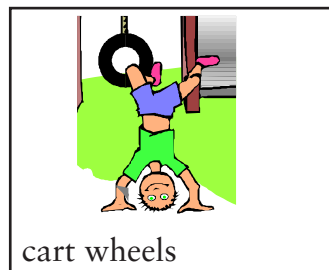
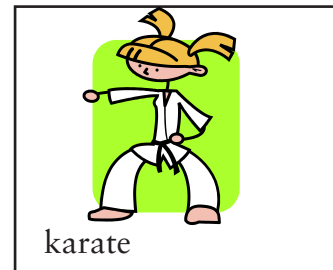
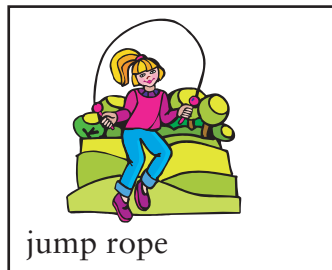
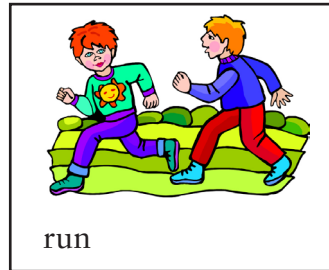
When they got to the bottom of the hill, everyone **JUMPED UP AND DOWN** and **CLAPPED THEIR HANDS ABOVE THEIR HEADS** for a job well done. The family worked up an appetite after keeping their bodies moving, so they had a nice healthy BBQ.

After they finished dinner, the family **STRETCHED THEIR ARMS TO THE SKY**, did **FIVE TRUNK TWISTS, AND STRETCHED OUT THEIR LEGS**. After a good night's rest, they will be ready to hike again tomorrow.



# What do you like to do with your feet?

Cut out activities you like to do using your feet!



## What do you like to do with your feet?

Paste the activities you like to do with your feet in the shoe!





## Session Eight: Milk and Dairy

### Book(s)

*The Milk Makers* by Gail Gibbons

### Action Story

Barnyard Fun

### Activity Worksheet(s)

Healthy foods that come from milk

Milk Maze

Draw yourself drinking your favorite beverage

### Supplies

Crayons

Colored pencils or markers

## Instructions

### 1. Introduce today's topic:

*Milk and Dairy*, and where they come from.

### 2. Introduce and read the first book:

*The Milk Makers* by Gail Gibbons, which will show the many steps that the milk must go through before it comes to us to drink.

### 3. Ask the children the following questions to generate discussion:

- a. Did you know that the milk we drink comes from cows?
- b. Has anyone drunk milk before?
- c. What does it taste like?
- d. Do you like it?
- e. When do you drink milk?
- f. Did you know there were so many steps in making milk safe to drink?
- g. Do you think milk is good for you?
- h. What other animals make milk?
- i. Did you know that there are other foods made with milk too?
- j. Can you name some of them?
- k. Do you like them?
- l. What do they taste like?
- m. Are they healthy for you?



**4. Introduce the action story:**

*Barnyard Fun*. Instruct the children to act out the action words as they hear them in the story.

**5. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

**6. Remind the children to stay in their own space.** Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

**7. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

**8. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

**9. Ask the children to move to the tables for the activity.**

**10. Distribute the activity sheet(s):**

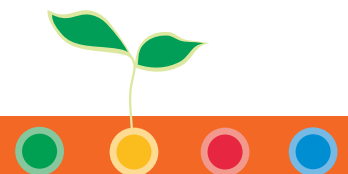
*Healthy foods that come from milk*

Take home:

*Milk Maze*

*Draw yourself drinking your favorite healthy beverage*

**11. Introduce the activity,** referring to Denise and Elizabeth from the action story to illustrate where milk comes from and healthy foods that we can eat that come from cow's milk. The children will color some healthy foods that come from cow's milk that we read about in *The Milk Makers*.



## Session Eight Action Story: Barnyard Fun

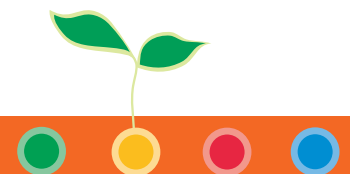
It was a warm, summer day and Denise and Elizabeth were **WALKING** around their Grandpa's farm. They hadn't visited the farm in a long time and were so happy to be there, they did **TEN JUMPING JACKS!**

Denise and Elizabeth **RAN** over to see the horses, who were **GALLOPING** in the field. They brought over some hay to feed to the horses. When the horses came near, they **STOOD ON THEIR TOES, STRETCHED OUT THEIR ARMS** and fed the horses.

After the hay was gone, Denise and Elizabeth **SKIPPED** over to the barn to see what their Grandpa was doing. When they got to the barn, they saw their Grandpa **SQUATTING UP and DOWN** next to a cow. Denise and Elizabeth **TIPTOED** over to see what he was doing. Grandpa was **MILKING A COW**. They helped their Grandpa by **CARRYING THE BUCKETS** of milk to the other side of the barn. Denise and Elizabeth were so excited to help, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES**.

When they finished that job, Grandpa had them help clean the barn. Grandpa did **FIVE SHOULDER SHRUGS** and **FIVE TRUNK TWISTS** and showed them what they could do. Elizabeth **RAKED** the loose hay while Denise tried to **SWEEP** up some of the dirt that had collected on the floor. When their jobs were complete, Denise and Elizabeth **SKIPPED** back up to the house. On the way, they passed a bunny **HOPPING** into the woods, a family of ducks **WADDLING** to the pond, and snake **WIGGLING** in the grass.

When they got back to their Grandpa's house, Denise and Elizabeth **CLIMBED THE STAIRS**, went inside and sat at the kitchen table. They were surprised to see two ice-cold glasses of fat-free milk, they **RAISED THEIR ARMS IN THE AIR** and smiled from ear to ear.



# Healthy foods that come from milk

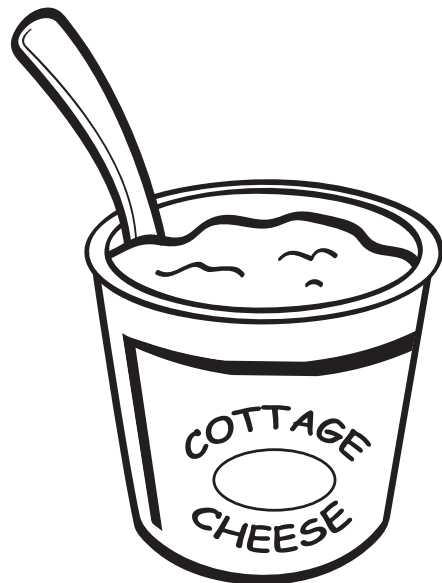
Color these healthy foods that come from cows milk.



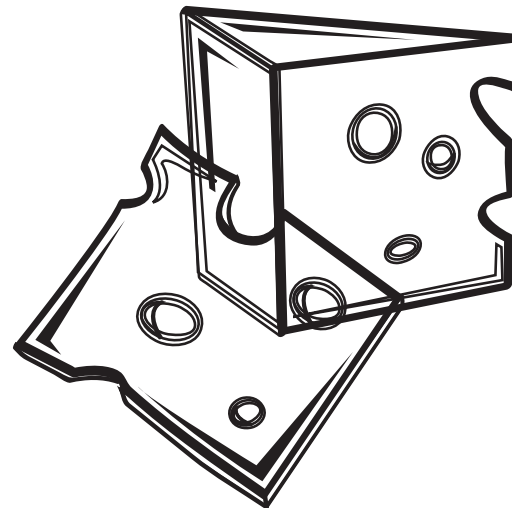
1% or fat-free yogurt



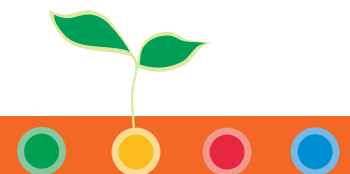
1% or fat-free milk



1% or fat-free cottage cheese

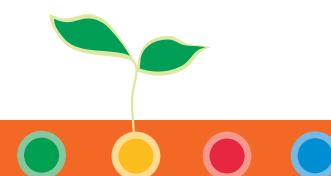
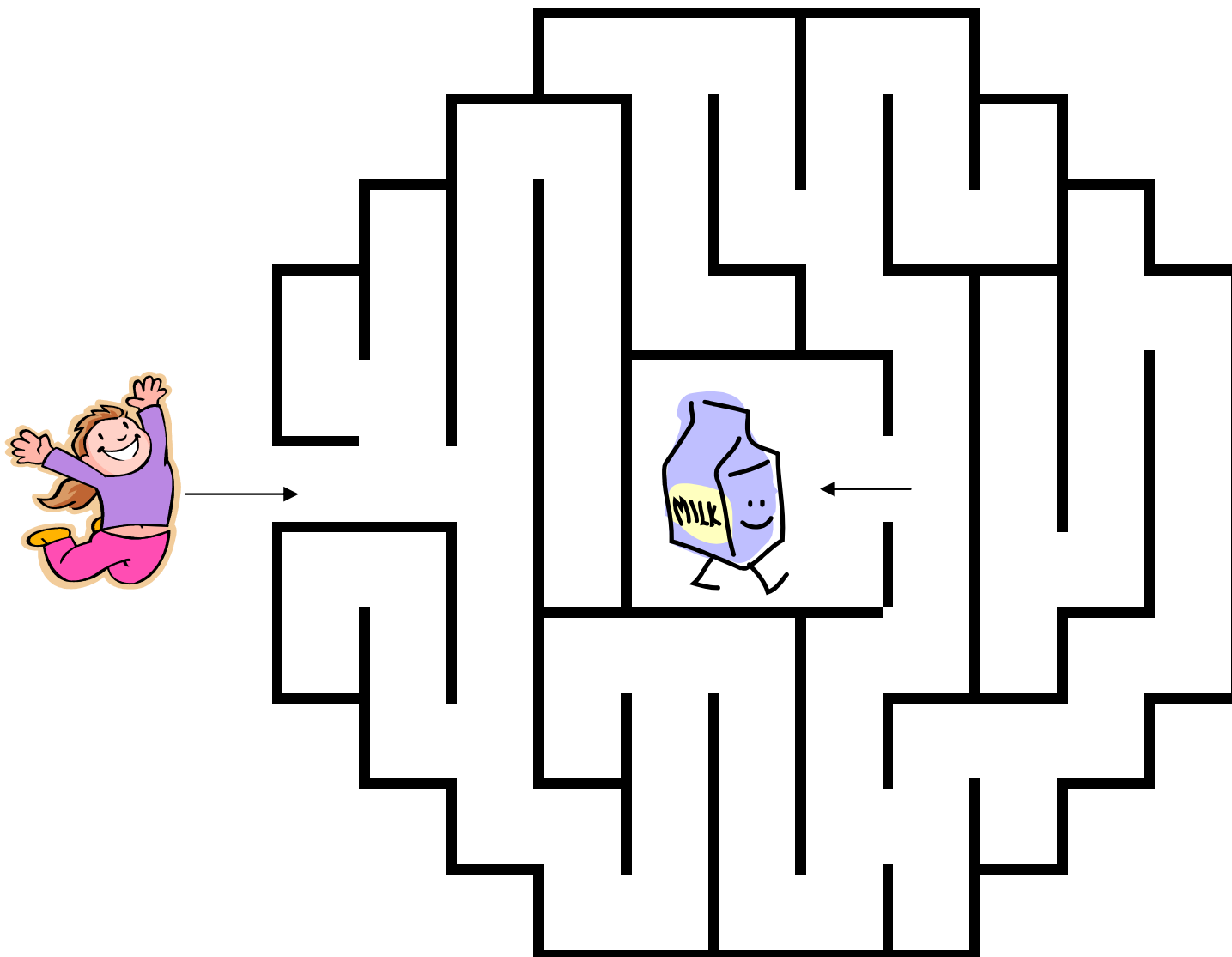


reduced-fat or fat-free cheese



# Milk Maze

Help Linda find her way to the milk to keep her body healthy!



**Draw yourself drinking your favorite healthy beverage**

**Instead of drinking soda, my favorite healthy drink is . . .**



## Session Nine: Drinking Water

### Book(s)

*A Cool Drink of Water*  
by Barbara Kerley

### Action Story

Camping in the Woods

### Activity Worksheet(s)

What would you put in your fruit and veggie water?

### Supplies

Crayons  
Colored pencils or markers

## Instructions

### 1. Introduce today's topic:

*Drinking Water*, and its importance to everyone's life.

### 2. Introduce and read the book:

*A Cool Drink of Water* by Barbara Kerley, which will show us many places that water can be found and how it is something that everyone has in common, no matter where they live.

### 3. Ask the children the following questions to generate discussion:

- a. Has anyone drunk water before?
- b. What does it taste like?
- c. Do you like it?
- d. When do you drink water?
- e. Did you know that water could be found in so many different places?
- f. Where have you found water before?
- g. Do you think water is good for you?
- h. Have you ever tried different types of water?
- i. Did you know that we need water to survive?
- j. Did you see some places to find water that you didn't know about?
- k. What were they?
- l. Has anyone ever gotten water from there before?



**4. Introduce the action story:**

*Camping in the Woods.* Instruct the children to act out the action words as they hear them in the story.

**5. Ask the children to stand up and spread out** so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

**6. Remind the children to stay in their own space.** Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

**7. To prompt the children,** act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

**8. After reading the action story, congratulate the children** for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

**9. Ask the children to move to the tables for the activity.**

**10. Distribute the activity sheet(s):**

*What would you put in your fruit and veggie water?*

**11. Introduce the activity,** referring to Antonio and his family from the action story to illustrate how we can learn more about the importance of water is for every living thing and the different ways we can drink water. Instruct them choose which fruits and vegetables that they want to try in their water, color them in, cut them out, and paste them in their glass of water to make their own flavored water.





## Session Nine Action Story: Camping in the Woods

One warm spring day, Antonio and his family decided to go camping. After arriving, they **CARRIED** their gear to the site, **RAISED** the tents and **SPREAD** out the sleeping bags and filled up their water bottles. Antonio's father **CHOPPED** wood for their fire while his Poppy **CARRIED** it to the fire pit. Antonio was so happy to be spending time with his family, he **JUMPED UP AND DOWN FIVE TIMES** and **CLAPPED HIS HANDS ABOVE HIS HEAD**.

After their site was set up, they decided to catch some fish for supper. They started down the trail to the lake. They **JUMPED** over fallen trees, **TIPTOED** through the leaves, and **SQUATTED** under some tree branches that were hanging low.

When they got to the lake, they put worms on their hooks and **RAISED THEIR ARMS ABOVE THEIR HEADS** to cast their lines. All of a sudden, they heard a noise. They **TURNED THEIR HEADS TO THE LEFT** and they **TURNED THEIR HEADS TO THE RIGHT**. Antonio **STOOD ON HIS TOES** and looked deep into the woods, but nothing was there except a small squirrel. Just as he looked back at the lake, his father caught a fish. He had to **REEL** and **PULL** the fishing line to get the fish into shore. Poppy **SCOOPED** the fish with the net. Antonio **JUMPED UP AND DOWN FIVE TIMES** when he saw the big fish then **SQUATTED UP AND DOWN** to help with the net.

After returning to the camp site, Antonio helped Poppy clean the fish while his father built the camp fire. They enjoyed a healthy dinner of grilled fish and fresh vegetables and a large glass of water while sharing their favorite things of the day.



# What would you put in your fruit and vegetable water?

Cut out the fruits and vegetables you like to have in your water!



orange



blueberries



cucumber



lemon



lime



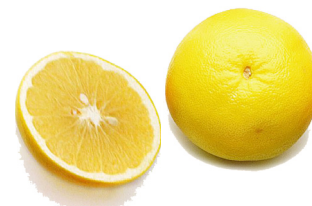
raspberries



strawberries



peach

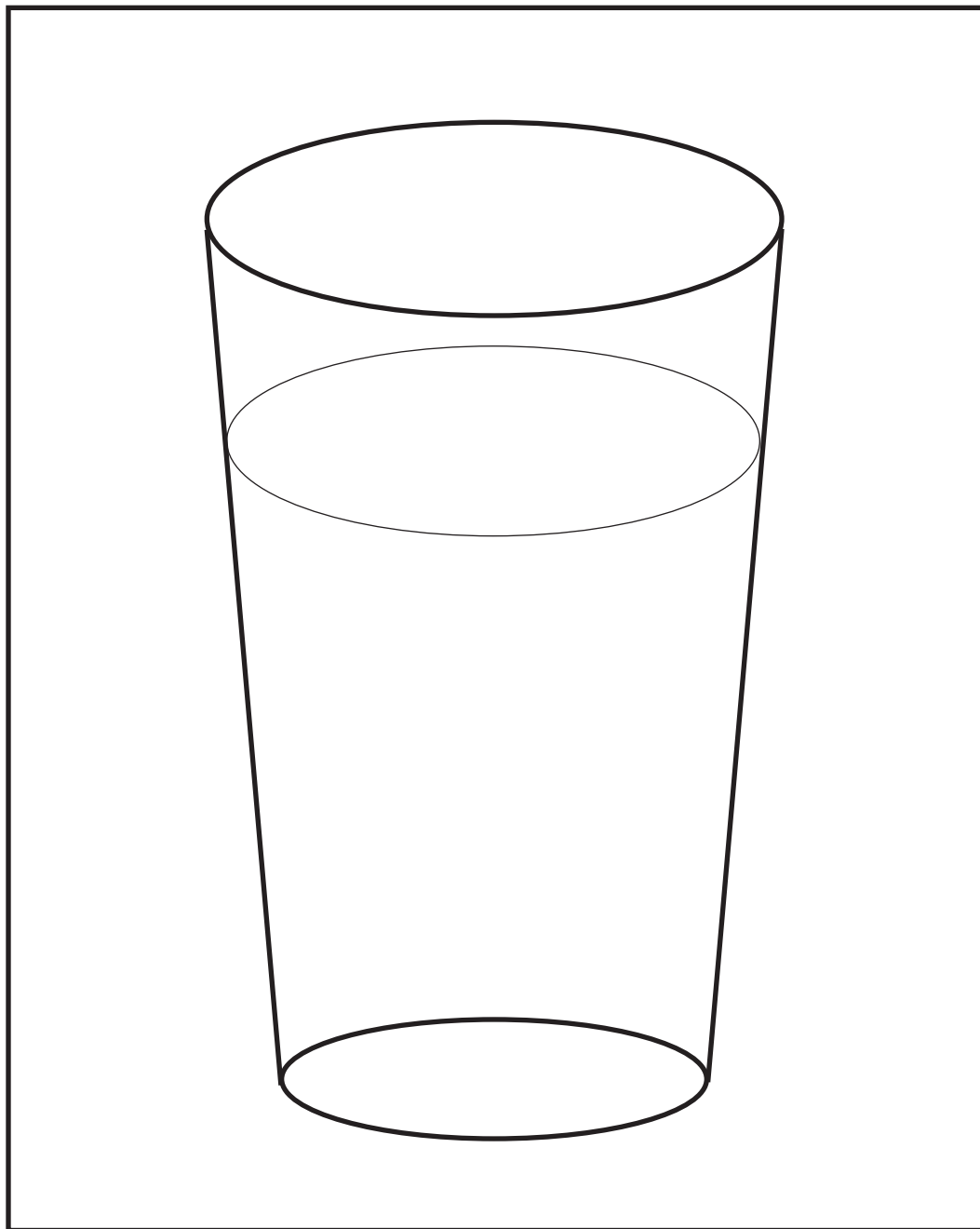


grapefruit



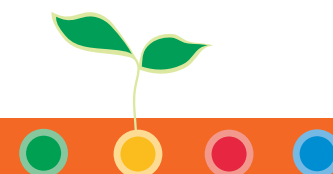
# What would you put in your fruit and vegetable water?

Paste the fruits or vegetables you would like to flavor your water!



## Appendix A: Chart of Session Topics

Session	Topic	Book(s) (25 minutes)	Action Story (5 minutes)	Activity (30 minutes)
1	Fruits and Vegetables	Eating the Alphabet and Growing Vegetable Soup—Lois Ehlert	Picking Fruits and Vegetables from the Garden	Make your own vegetable soup
2	Eating Different Colored Fruits and Vegetables	Happy Healthy Monsters Eat Your Colors—Sesame Street	Colors of the Rainbow	Make your plate a rainbow of colors
3	Trying New Foods	The Trouble with Cauliflower—Jane Sutton	New Fruits and Veggies to Try	New fruits and vegetables to try Fruit and Veggie King Fruit and Veggie Queen
4	Feeling Full	The Very Hungry Caterpillar—Eric Carle Gregory the Terrible Eater—Mitchell Sharmat	Thanksgiving Full	The Hunger Meter
5	Too Much TV	Berenstain Bears and Too Much TV—Stan and Jan Berenstain	Being Active Around the House	Instead of watching TV, I like to . . . Instead of watching TV, I can . . .
6	Your Body	The Busy Body Book—Lizzy Rockwell	Keeping Your Body Moving	How to keep your body moving word search
7	Moving Your Body	Move! — Steve Jenkins and Robin Page Feet Are Not For Kicking—Elizabeth Verdick	Hiking for Fitness	What do yo like to do with your feet
8	Milk and Dairy	Milk Makers—Gail Gibbons	Barnyard Fun	Healthy foods that come from milk
9	Drinking Water	A Cool Drink of Water—Barbara Kerley	Camping in the Woods	What would you put in your fruit or veggie water?



# Appendix B: Reading List for Healthy Eating and Physical Activity

## A

Alexander and the Great Vegetable Feud—Linda J. Hawkins  
Alexander and the Great Food Fight—Linda J. Hawkins

## B

Being Active—Mary Elizabeth Salzmänn  
Berenstain Bears and Too Much Junk Food, The—Stan and Jan Berenstain  
Berenstain Bears and Too Much TV, The—Stan and Jan Berenstain  
Berenstain Bears and the Trouble with Commercial, The—Stan and Jan Berenstain  
Blue Potatoes, Orange Tomatoes: How To Grow A Rainbow Garden—Rosalind Creasey  
Blueberries for Sal—Robert McCloskey  
Bread And Jam for Frances—Russell Hoban  
Busy Body Book, The: A Kid's Guide to Fitness—Lizzy Rockwell

## C

California Raisins—Karen A. Adler  
Carrot Seed, The—Ruth Krauss  
Celery Stalks at Midnight—James Howe  
Cherries and Cherry Pits—Vera Williams  
Chew on This—Eric Schlosser and Charles Wilson  
Children's Book of Yoga: Games and Exercises Mimic Plants and Animals and Objects—Thia Luby  
Come Play with Elmo!—Sesame Street  
Curious George Rides a Bike—H.A. Rey

## D

Dinner From Dirt—Emily Scott, Catherine Duffy

## E

Eat Healthy, Feel Great—William Sears, Martha Sears, Christie Watts Kelly, and Renee Andriani  
Eating Fractions—Bruce McMillan  
Eating the Alphabet: Fruits and Vegetables from A to Z—Lois Ehlert  
Eating Well by Melanie Mitchell  
Exercising for Good Health—Shirley Wimbish Gray

## F

Fast Food—Saxton Freyman and Joost Elffers  
Feast for 10—Cathryn Falwell  
Feet are not for kicking—Elizabeth Verdick  
Fish Who Wished He Could Eat Fruit, The—Kathleen Stefancin, M.S., R.D.  
Fit Kids: Smarter Kids --Jeff Galloway  
Food for Thought—Saxton Freyman and Joost Elffers  
From Head to Toe/De la Cabeza a Los Pies—Eric Carle  
Fruit Bowl/Vegetable Soup, The—Dianne Warren, Susan Jones and Amy Sorvaag Lindman  
Fruit Flies Picnic, The—Kathleen Stefancin, M.S., R.D.  
Fruits and Vegetables/Frutas y Vegetales—Gladys Rosa-Mendoza

## G

Get Moving with Grover—Sesame Street  
Get Moving: Tips on Exercise --Kathy Feeney, Michael K. Jones  
Gobble and Gulp—Stephen Cosgrove  
Good Sports—Jack Prelutsky and Chris Raschka  
Good Enough to Eat—Lizzy Rockwell  
Grandpa's Garden Lunch— Judith Caseley  
Gregory, the Terrible Eater —Mitchell Sharmat  
Grey Lady and the Strawberry Snatcher —Molly Bang  
Growing Vegetable Soup—Lois Elhert

## H

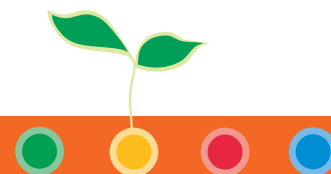
Happy Feet, Healthy Food—Carol Goodrow  
How Kids Grow—Jean Marzollo  
Happy Healthy Monsters Eat Your Colors—Sesame Street

## I

I Will Never Not Ever Eat a Tomato—Lauren Child

## L

Little Yellow Pear Tomatoes—Demian Elaine Yumei  
Lunch—Denise Flemming  
Lunch at the Zoo—Brenda Cartee Lee



## M

Magic School Bus: Inside the Human Body, The—Joanna Cole  
Move!—Steve Jenkins and Robin Page  
Mr. Sugar Came to Town/La Visita del Sr. Azucar—  
Adapted by Harriet Rohmer and Cruz Gomez  
Mrs. Pig's Bulk Buy—Mary Rayner  
My Very First Book of Numbers—Eric Carle  
My Amazing Body—Pat Thomas and Lesley Harker

## N

Night Vegetable Eater, The—Elke Musicant  
No More Cookies—Paeony Lewis

## O

Oliver's Fruit Salad—Vivian French  
Oliver's Milk Shake—Vivian French  
Oliver's Vegetables—Vivian French  
Over Under in the Garden—Pat Schories

## P

Peanut Butter, Apple Butter, Cinnamon Toast—Argentina Palacios  
Picking Peas for Penny—Angela Medearis  
Potlock—Anne Shelby  
Pumpkin Town—Katie McKy

## R

Rabbit Food—Susan Gretz  
Real Fitness, 101 Games and Activities to Get Girls  
Going—American Girl  
Red Lemon, The—Bob Staake

## S

Sally Jean the Bicycle Queen—Carl Best  
Seasons of Arnold's Apple Tree, The—Gail Gibbons  
Showdown at the Food Pyramid—Rex Barron  
Story About Raisins, A—Karen A. Adler  
Summer—Alice Low

## T

Ten Apples up on Top—Dr. Seuss  
This is the Way We Eat Our Lunch—Edith Baer  
This Year's Garden—Cynthia Rylant

Treasure Hunt with the Munch Crunch Bunch—  
Jan Wolterman, Melinda Hemmelgarn, M.S., R.D. and  
J.W. Wolterman  
Trouble with Cauliflower, The—Jane Sutton

## V

Vegetables We Eat, The—Gail Gibbons  
Very Hungry Caterpillar, The—Eric Carle  
Victory Garden Vegetable Alphabet Book, The—  
Jerry Pallotta and Bob Thomson

## W

Watch the Colors Grow—Gerber  
What Food is This?—Rosemary Hausher  
What's For Lunch? Milk —Claire Llewellyn  
When I'm Hungry—Jane R. Howard  
Why Do I Eat?—Rachel Wright  
Why Do We Need to Be Active? --Angela Royston

## Y

Yoko—Rosemary Wells

## Also available in Spanish

Berenstain Bears and Too Much Junk Food, The/Los  
Osos Berenstain y Demasiada Comida Chatarra—Stan  
and Jan Berenstain  
Berenstain Bears and Too Much TV, The/Los Osos  
Berenstain y Demasida Television—Stan and Jan  
Berenstain

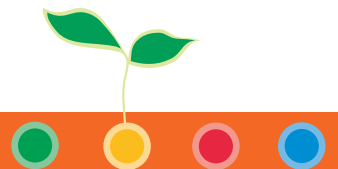
Fruits and Vegetables/Frutas y Vegetales—Gladys Rosa-  
Mendoza  
From Head to Toe/De la Cabeza a Los Pies—Eric Carle

Mr. Sugar Came to Town/La Visita del Sr. Azucar—  
Adapted by Harriet Rohmer and Cruz Gomez

Very Hungry Caterpillar, The/La Oruga Muy  
Hambrienta—Eric Carle



# Notes



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# **Healthy Story Time Guide**

**for the children of Delaware**

