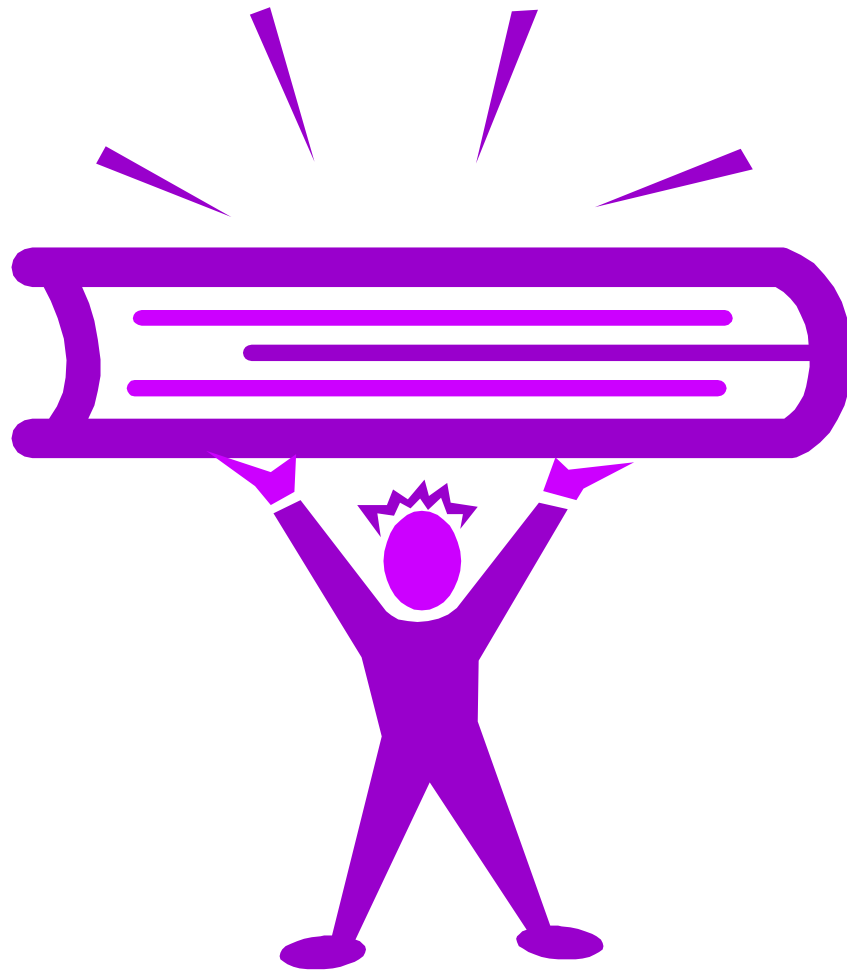


# HEALTHY READING

Grades 2-4



*Updated June 2007*

**Healthy Reading Grades 2-4  
Table of Contents**

**Acknowledgements.....2**

**Introduction.....3**

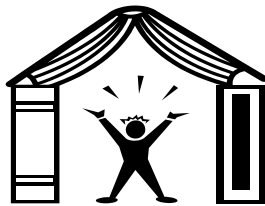
**Notes to Teachers & Librarians.....12**

**Targeted Standards.....13**

**Annotated Book List.....17**

**Chart of Alignment..... 24**

**Sample Letter to Parents..... 26**



# Healthy Reading Grades 2-4 Acknowledgements



## **SPECIAL THANKS!**



Special thanks to the creators of this publication, who helped us think creatively to construct a useful publication that will allow teachers to “*Make the Connection*” to health education.

- *Annie Calkins*, Education Consultant
- *Mary Tonkovich*, Literacy Advocate

This publication was created and printed by the Alaska Department of Education & Early Development with federal funds from the Centers for Disease Control and Prevention, Cooperative Agreement Number #U87/CCU009005-08

# Healthy Reading Grades 2-4

## Introduction



This publication grew out of a sincere commitment to recognize and honor a holistic view of learning, one that integrates the knowledge of the disciplines into a student-centered, meaningful educational experience. It also represents an effort by the Alaska Department of Education & Early Development to support elementary teachers across the state in delivering what is too often “the full plate curriculum”.

This resource is an attempt to ease the pressure being brought to bear on teachers, particularly as a result of legislation mandating state Standards-based Assessments. “*Healthy Reading: Grades 2-4*” is one effort of many, to assist teachers to “teach to the standards” while connecting what is taught to student interests, motivation, and concerns.

### ***What “Healthy Reading: Grades 2-4” Is:***

*Healthy Reading: Grades 2-4* is a fusion of Alaska’s Skills for A Healthy Life Content Standards, the Reading and Writing Performance Standards/Grade Level Expectations (PS/GLEs), and the state Standards-based Assessments (grade 3 and 4).

“Healthy Reading: Grades 2-4” is a timely resource that can give you, the elementary teacher, another way to address Health Standards as you are teaching and encouraging reading and writing in your classrooms—one of the primary activities of any elementary class!

### ***What “Healthy Reading: 2-4” Is Not:***

**Healthy Reading: Grades 2-4** books were not categorized with the idea that they would be handed to a particular child for a specific, health related situation, (though such circumstances might indeed arise in the course of a school year). For example, *Are You There God? It's Me, Margaret* by Judy Blume can be the perfect book for an individual at the right time. It probably doesn't lend itself well to a reading group, however! There are many picture books that could be used to introduce or reinforce the themes, topics and behaviors contained in the Skills for a Healthy Life Standards. *Officer Buckle and Gloria*, the Caldecott winner by Peggy Rathmann relates to safety, and *Bread and Jam for Frances* by Hoban would fit well with many units related to nutrition and dietary behavior. However, except for some of the titles on second grade “Battle” books, the picture book format isn't the focus of **Healthy Reading: Grades 2-4**.

We have tried to suggest books that would be used for *reading instruction* at grades 2-4 rather than for enrichment or pleasure reading. For ideas for appropriate picture books for individuals or groups of children we suggest you consult your school or community librarian or library aide, as they are expert resources to help you look for picture books or help introduce a topic or issue. *A to Zoo*, a topical guide to thousands of picture books, is a great place to start. For example, under the topic of “illness” we found 184 entries, and under the topic of “safety” we found 39 titles. (Lima, Carolyn W. and John A. Lima. *A to Zoo: Subject Access to Children's Picture Books*, 5th ed. New Providence, New Jersey: R. R. Bowker, 1998)

#### **INTERESTING WEB SITES**

- ❖ Children's Literature Web Guide:  
[www.acs.ucalgary.ca/~dkbrown/](http://www.acs.ucalgary.ca/~dkbrown/)
- ❖ Children's Picture Book Database at Miami (Ohio) University:  
[www.lib.muohio.edu/pictbks/](http://www.lib.muohio.edu/pictbks/)
- ❖ Carol Hurst (Children's Literature Web Site):  
[www.carolhurst.com/](http://www.carolhurst.com/)

The aim of this project is not to cover all health related topics, nor address the specific health needs of every child, but rather to address health topics that are major causes of morbidity and mortality in young adults, statewide health concerns, and those topics most frequently asked about by students. The purpose of *Healthy Reading: Grades 2-4* is to stimulate thinking and dialogue among students, parents, teachers, community members and other support services personnel, in order to support the healthy development of Alaska's youth.



**Some of the topics covered in this kit are sensitive in nature. Although we don't believe that any of the issues addressed within these pieces of literature are inappropriate, some may be too advanced for younger students. The selection and assignment of these books are determinations you, as the classroom teacher, will need to make.**

**Please pre-read all books before you assign them to your students.** If you feel that additional community health agency materials would be helpful additions to the reading or unit of study, seek these materials out ahead of time, for your review. It is our advice that you also check with your building/district administration to determine your local policies surrounding sensitive health topics. Communicating with parents and guardians is also advisable (see our Sample Letters to Parents section of this kit for further information.) Many of our students already deal with sensitive issues. If we are aware of these concerns, we are better able to address issues as they may arise in the classroom.

---

---

## ***Controversial and Sensitive Topics***

### **Why teach about controversial or sensitive issues?**

Students can learn an important range of skills, such as accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion. Students can also clarify their emotions and values and learn to think for themselves.

Some teachers are nervous about approaching sensitive issues within a classroom setting. They fear that a student may ask a question that they don't know the answer to or maybe are uncomfortable answering. They fear an angry parent may contact them about a health unit they are teaching. They fear a student will ask a "sensitive" question outside of the scope of the unit.

## **So how do you get “prepared” to teach health-related issues?**

***Know your content & define your resources*** - You may not be the expert on all areas, so it is important to identify the “experts” around you, both within your district or school and in your community. Make sure you are familiar with your district curriculum as well as the district resources available. If you are utilizing a literature approach, make sure you are familiar with the books or pieces of literature.

***Know your comfort level*** - Prepare yourself for answering questions in a classroom setting. How will you handle extreme or offensive opinions or questions? How will you handle debates? Identify your personal areas of discomfort – develop automatic responses to student questions that respect your personal boundaries. Be aware of the need to manage your own opinions and personal beliefs within the context of your teaching practices.

***Know your state, district and school policies*** – Be sure you are aware if your district has specific rules regarding parental notification, permission/opt-out for health related discussions. Check to see if your principal wishes to be contacted prior to certain units of instruction. Make sure you understand your responsibilities as a mandated reporter of child abuse and neglect and how this will affect your response to student disclosures.

***Know your referral systems and supports*** – Know whether your school has a counselor available to assist your efforts. Know what other community mental health services may be available for referral and support.

***Know when to introduce topics*** -Developing trust takes time. Conversations around sensitive topical areas may best be accomplished when sufficient time has passed and relationships are beginning to form.

## **So what are the steps that need to be taken to be prepared to facilitate discussions on sensitive topics?**

Involve teachers, parents, and administrators so there are no surprises. Establish classroom guidelines/rules for students, such as:

- Treat each other with courtesy and respect
- Listen carefully
- Allow others to speak without interruption
- Be supportive of others – no name-calling or put-downs
- No question is stupid or wrong

- Students have the right to pass during any discussion that involves personal opinion, feelings or experiences

Teachers should establish their guidelines/ground rules for facilitating discussions, such as:

- Notify students of their responsibility to report any disclosures related to child abuse/neglect (AS 47.17.020) or instances where the physical safety of the student or safety of others is in question.
- Avoid telling students what to do, but instead ask questions. Help students discover for themselves.
- Avoid judging students' attitudes.
- Put together a "question box" for sensitive questions that students may feel uncomfortable voicing publicly.
- Be aware of the Alaska state law related to formal and/or informal surveys inquiring into personal or private family affairs of students (AS 14.03.110)

Think about how you will respond to student questions and concerns, taking into consideration:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

Think about how you will handle potential student disclosure

- Listen carefully; ask clarifying questions
- Praise the student for telling about concerns
- Validate student's perceptions
- Refer to the student's family if appropriate

### **What are helpful hints for answering those tough-to-answer questions?**

Answer every question as best as you can

- Admit when you don't know something
- Provide factual information and correct misinformation

Give affirmations

- "Thanks for asking..."
- "That is a good question, can you tell me more about what you'd like to know?"

Listen to their concerns & consider every question to be a valid question

- "Sounds like you have a real concern, can you tell me more about what's on your mind?"

Respond in third person

- “What might a person do if they needed help?”

Address feelings that may arise from questions

- “I’m a bit uncomfortable with this discussion about \_\_\_\_”
- “We all are embarrassed sometimes, but it is important to talk about \_\_\_\_\_”

Identify the value/belief component of questions

- “This question relates to personal decisions and will vary from person to person, so I can’t give you a definite answer. It’s best for you to get all the information so you can talk with your \_\_ (family, clergy, health providers, friends, etc.)”

### **Helpful hints for using Healthy Reading materials**

Don’t feel you have to be an expert on the actual health topics covered by the books - such as cutting, depression, teenage sex, drug & alcohol addiction etc. – focus on the content connections to your class:

- Discuss the traits of the characters in the book that help them through rough times.
- Discuss the challenges that the main characters in the book face.
- Identify what protective factors (positive influences) the main characters have.
- Identify what risk factors (negative influences) the main characters have.
- Identify the main people or resources in the story that help buffer various challenging situations.
- Discuss other possible healthy solutions for situations faced in the story.
- Hypothesize other ways the story could have ended.

### **Other places you can go for further information and health resources**

- ❖ Positive Youth Development - <http://smhp.psych.ucla.edu>
- ❖ Social Development Model – <http://staff.washington.edu/sdrg>
- ❖ Protective/Risk Factors - Hawkins and Catalano - [http://www.preview.channing-bete.com/CTC/5558OJ\\_RandP.pdf](http://www.preview.channing-bete.com/CTC/5558OJ_RandP.pdf)
- ❖ Asset Development - <http://www.search-institute.org>
- ❖ Brain Development - <http://www.brainconnection.com>
- ❖ Resiliency - <http://www.wested.org>

**The Alaska Association of School Boards has provided the following questions that you may wish to consider when looking at sensitive topics:**

- Is the issue related to the course of study and does it provide opportunities for critical thinking, developing tolerance, and understanding conflicting points of view?
- Does the issue have a meaningful relationship to matters of concern to the students?
- Is the available information about the issue sufficient to allow alternative points of view to be discussed and evaluated on a factual basis?
- Are all sides of the issue given a proper hearing using established facts as primary evidence?
- Does the teacher use his/her position to forward his/her own religious, political, economic or social bias? The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
- Does the issue have points of view that can be understood and defined by the students?
- Does the discussion reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation?
- Does the oral or written material violate state or federal law?
- Is discussion of the issue instigated by the students or by the established curriculum, or a source outside of the school?



*Healthy Reading: Grades 2-4* is a program that is grounded in the recognition that a **BALANCED READING PROGRAM** (see diagram on next page) should be the goal for every elementary classroom. A balanced program has many instructional components, including use of the following:

⇒ **READ ALOUD**

-Children are read to, from quality literature, on a daily basis.

⇒ **SHARED READING**

-Children are regularly invited to join in for reading poetry, charts and posters, journal entries, self-authored books, etc.

⇒ **GUIDED READING**

-Teachers provide reading instruction to children at their instructional reading level, and teach strategies appropriate to their students' individual needs.

⇒ **INDEPENDENT READING**

-Children are given time each day to select books to read for pleasure and information.

⇒ **CONTENT READING**

-Reading strategies are taught during all subject areas, with an emphasis on comprehension.

---

A balanced reading program models respect for diversity in that both oral and written information and literature of many types and cultures are used.

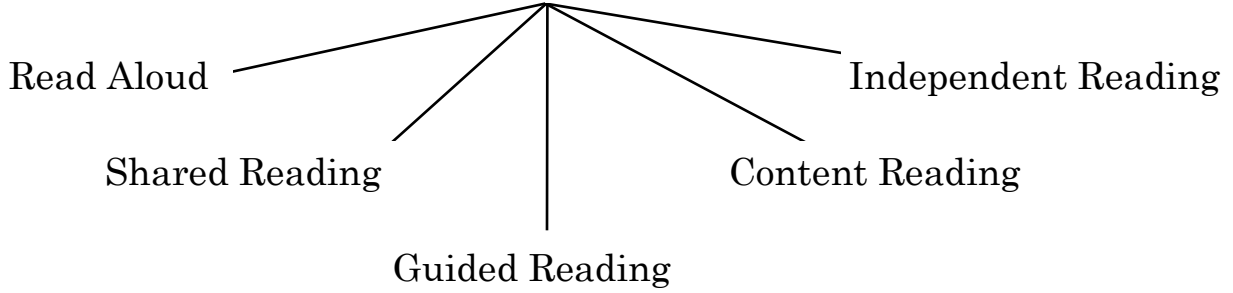


In the list of recommendations we included several books with the unique character of Alaska in mind, including:

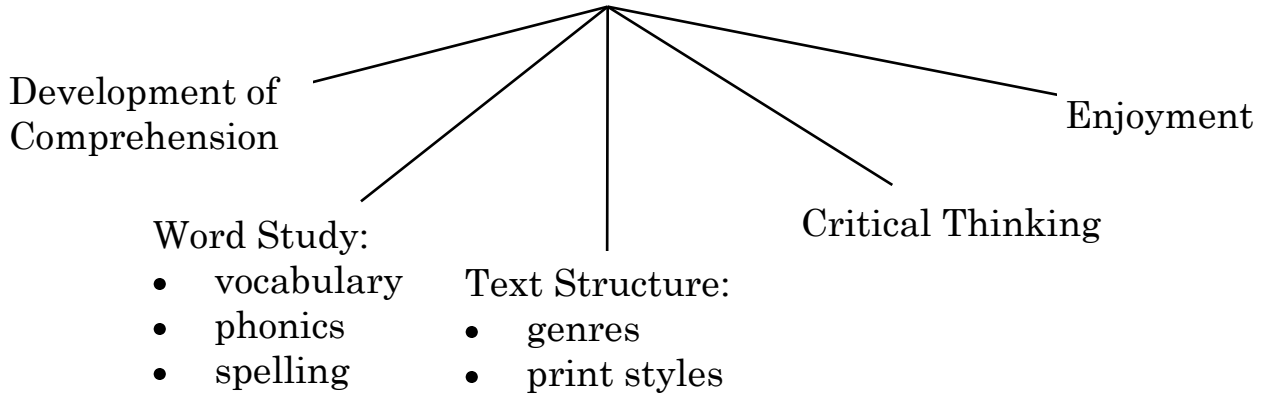
- *Balto and the Great Race*
- *Bravest Dog Ever: The True Story of Balto*
- *...If You Lived in the Alaska Territory*

**A BALANCED READING PROGRAM**

**AVENUES OF INSTRUCTION**



**IN ORDER TO FOCUS ON**



**AND BECOMING LIVELY, LIFE-LONG READERS**

# Healthy Reading Grades 2-4 Notes to Teachers & Librarians



## Books for the Library/Media Center

Your library/media center may receive some new books as a result of a project sponsored by the Alaska Department of Education & Early Development. YOU can make it happen by teaming with a classroom teacher to get the ball rolling.

Here's how it can work:

**Healthy Reading: Grades 2-4** will provide a sample set of books for select teachers in Alaska. Participating teachers are intended to address and teach the **Skills for A Healthy Life Standards** by using trade books for guided reading instruction and literacy circles. Teachers then **donate** the books to the library/media center collection so other teachers and students can also use the books.

Many of Alaska's children need assistance in learning ways to become healthy adults with healthy lives. The annotations of books and the chart of alignment can lend a hand to your collection development. Teachers and library specialists can collectively choose books for reading instruction and pleasure reading that will enhance the healthy perspectives of Alaskan students.

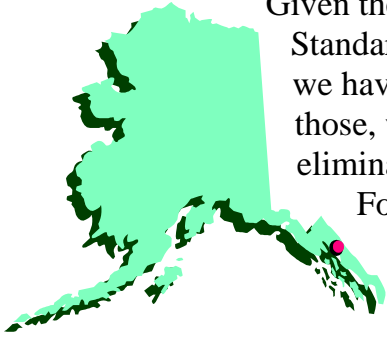
This packet contains three annotated lists of books for the target audience of second, third, and fourth grade readers. These lists contain titles from past **Battle of the Books (BOTB)** lists for grades 2-4, and some older titles that may already be in your library that relate to health issues but have never appeared on the BOTB lists. We've labeled these **Other Recommended Books**. The third category, **Books On Our Shelf**, has other titles that may be new to some Alaska school libraries.

In our research we have come across a few reference tools that librarians and teachers might find worthy additions in the never-ending search for selecting the right book for the right student.

We hope teachers and librarian/media specialists will team up to order books and add to collections so more students can benefit from the new acquisitions. Teachers participating in this project can acquire additional books from the Department by completing the Healthy Reading evaluations. We also encourage librarian/media specialists to team up with teachers of grades 2-4 to suggest additional titles, give feedback to the Department of Education & Early Development, and coincidentally improve your library/media center collections.

# Healthy Reading Grades 2-4 Targeted Standards

## Targeted Alaska Health Standards



Given the comprehensive nature of the Skills for A Healthy Life Standards, and the fact that they were developed for grades K-12, we have selected from the key elements under the four standards those, which are most appropriate to grades 2-4. We also tried to eliminate any repetitions that seem to occur in the key elements.

For example, the mention of Resolving Conflicts may be listed more than once in the Standards themselves, but we chose which of them seemed most applicable for instruction or emphasis at these grades.

The coding of the books on the Chart of Alignment, which connects books with standards, are made with reference to those select Key Elements listed below. For the complete list of Key Elements, please visit our website at [www.eed.state.ak.us/ContentStandards/lifeskills.html](http://www.eed.state.ak.us/ContentStandards/lifeskills.html). This selection was *not* meant to exclude discussion or instruction relating to any health issue if you, as the teacher, find that it is a timely and important thing for your students to discuss or study.

In the list below and in the Chart of Alignment, we highlight the “key words” as much as possible to make for quick, easy reading.

## Skills for A Healthy Life



### Standard A

A student should be able to acquire **A CORE KNOWLEDGE** related to well-being.

- 1) Understand how the **human body** is affected by behaviors related to:
  - eating habits
  - personal hygiene
  - safety
  - physical fitness
  - harmful substances
  - environmental conditions
- 2) Understand and identify the **causes, preventions and treatments** for:
  - diseases
  - injuries
  - disorders

- 3) Use knowledge and skills related to **physical fitness, consumer health, and career choices** to contribute to well-being.
- 4) Understand the ongoing life changes throughout the **life span** and healthful responses to these changes.

## Standard B

A student should be able to demonstrate responsibility for his/her **WELL-BEING**.

- 1) Demonstrate an ability to **make responsible decisions** by discriminating among risks and by identifying consequences.
- 2) Demonstrate a **variety of communication skills** that contribute to well-being.
- 3) Assess the effects of **culture, heritage, and traditions** on personal well-being.
- 4) Develop an awareness of how personal life roles are affected by and contribute to the well being of families, communities and cultures.  
(Self-Image)

## Standard C

A student should understand how well-being is affected by **RELATIONSHIPS** with others.

- 1) **Resolve conflicts** responsibly.
- 2) **Communicate effectively** within relationships.
- 3) Evaluate how **similarities and differences** among individuals contribute to relationships.
- 4) Understand how **respect** for the rights of self and others contributes to relationships.
- 5) Understand how **attitude and behavior** affect the well-being of self and others.

## Standard D

A student should be able to contribute to the well-being of **FAMILIES AND COMMUNITIES**.



- 1) Make **responsible decisions** as a member of a family or community.
- 2) Take **responsible actions** to create safe and healthy environments.
- 3) Describe how **public policy** affects the well-being of families and communities.
- 4) Identify and evaluate the roles and influences of **public and private organizations** that contribute to the well-being of communities.
- 5) Describe how **volunteer service** at all ages can enhance community well-being.
- 6) Use various **methods of communication** to promote community well-being.

## Comprehensive Health Education Topics

The Chart of Alignment included in this packet will indicate not only what Alaska State Health Standards are addressed within the referenced reading materials; but also what general Comprehensive Health Topics are covered.

## Alaska Reading Standards

The Alaska Performance Standards/Grade Level Expectations (PSGLE's) are aligned to the Alaska Content Standards. PSGLE's are statements that define what all students should know and be able to do at the end of a given grade level. Each Performance Standard/Grade Level Expectation is meant to further define a content standard. There is a progression of specificity; the content standards represent broad statements, while PSGLE's are more specific. The Alaska Performance Standards/Grade Level Expectations have been developed for grades 3 -10 in reading, writing, and mathematics.

The PSGLE's are intended to provide a road map for the development of assessment items as well as the basis upon which school districts refine, align, and

develop curricula. The content described by the PSGLE's does not represent the entire curriculum for a grade or course, nor does it represent the final word on the content that is presented. The PSGLE's indicate core content to be mastered by the end of a given grade. Content can be added and enriched as appropriate for a district program, school, or student. It may be necessary to introduce some skills at an earlier grade in order for students to achieve mastery at a given level. Similarly, skills will need to be maintained after mastery has occurred at a given grade level.

The PSGLE's can be found in the *Content and Performance Standards Booklet* that each teacher received from the Department of Education and Early Development. They can also be found on the web at:  
<http://www.eed.state.ak.us/tls/assessment/GLEHome.html>

---

We highly encourage you to integrate reading instruction with listening, speaking, and writing instruction on the premise that they are inextricably bound to each other in life, and so in learning. The Reading Performance Standards/Grade Level Expectations for grades 3 and 4 can be downloaded from the State of Alaska Department of Education & Early Development website at: <http://www.eed.state.ak.us/>, or please call 907-465-2800 to request one.



The recommendations for books contained in this kit came from many sources and from veteran teachers' suggestions. Some may be new to you, some are award-winning books you may already use, and some are from the "*Battle of the Books*" listings. We listed "Battle Books" because they are most likely to be currently available in Alaskan schools in multiple sets. How they will be used is your domain. Again, please remember to check with your district office to determine any policy your school district may employ surrounding the discussion of sensitive issues and topics.

The titles described here may work well for individual reading or small or large group instruction. We resisted the urge to put a specific grade designation on most of them. First, many of the titles mentioned have been used successfully in 2nd, 3rd, and 4th (and even 5th) grade Alaskan classrooms with small groups of children. Second, matching the reader to the text is dependent on the range of abilities and background experiences, and the amount of classroom support that is available to readers who need extra help. Some books may be both easy and challenging for the designated grade levels, reflecting the range of reading abilities in any given Alaskan classroom. We did try to list books on the Chart of Alignment *generally* from easiest to hardest.

## Healthy Reading Grades 2-4 Annotated Book List



This packet contains three annotated lists of books for the target audience of second, third, and fourth grade readers. These lists contain titles from past **Battle of the Books (BOTB)** lists for grades 2-4, and some older titles that may already be in your library that relate to health issues but have never appeared on the BOTB lists. We've labeled these **Other Recommended Books**. The third category, **Books On Our Shelf**, has other titles that may be new to some Alaska school libraries.

The books in each category are listed here in alphabetical order by title. In the Chart of Alignment the titles are generally grouped in order of level of reading difficulty. As always, the reading ability of the individual student or group should dictate the reading selection level. Many of these titles will work equally well in fourth and eighth grades, depending on the reader. Teachers will want to read the books before assigning sections.

### Battle of the Books - Annotated Book List

#### 2<sup>nd</sup> Grade List

**Cloudy With a Chance of Meatballs** – Barrett (E BAR) (unpaged picture book)

In the town of Chewandswallow life is delicious. It rains soup and juice, snows mashed potatoes and blows storms of hamburgers. Suddenly, the weather takes a turn for the worse.

**Giant Jam Sandwich** – Lord (E LOR) (story in rhyme, unpaged picture book)

When four million wasps fly into town, the residents devise a clever way to get rid of them.

**Johnny Appleseed** – Kellogg (921 CHA) (unpaged picture book)

A tall tale about John Chapman, aka Johnny Appleseed. The book describes his life as a nature lover and apple grower on the American frontier.

**Popcorn Book** – de Paola (641.6 DEP) (unpaged picture book)

A book of history and interesting information about popcorn, including two popcorn recipes.

### 3rd/4th Grade List



**Aliens for Breakfast** – Etra/Spinner (FIC ETR) (Stepping Stone book, 62 pages, 8 chapters, illustrations on some pages)

Richard finds an intergalactic special agent in his cereal box and joins in the fight to save Earth from the Dranes. Other titles in this series include Aliens for Lunch – Spinner/Etra (FIC SPI) (Stepping Stone Book, 63 pages, 9 chapters, some illustrations) and Aliens for Dinner – Spinner (FIC SPI) (Stepping Stone Book, 79 pages, 10 chapters, some illustrations).

**Beetles, Lightly Toasted** – Naylor (FIC NAY) (16 chapters, 134 pages, no illustrations)

Andy has one chance to win the fame and fortune connected with the 5<sup>th</sup> grade essay contest and this year the theme is conservation! As time was running out to think of a topic, suddenly the cat pounced and devoured a beetle. Could recipes featuring insects make the grade?

**Bravest Dog Ever: The True Story of Balto** – Standiford (636.7 STA) (Step into Reading 2, 48 pages, illustrations on most pages)

The story of the life of Balto, the sled dog hero of the 1925 run to Nome in the diphtheria epidemic. Of the two Balto books this is the easier reading version. Unit companion: Balto and the Great Race – Kimmel (636.73 KIM)

**Chocolate Touch** – Catling (FIC CAT) (12 chapters, 126 pages, some illustrations)

A cautionary tale where everything turns to chocolate for greedy John Midas. This is a funny story that would open doors to discussions of nutrition.



**Everybody Bakes Bread** – Dooley (E DOO) (unpaged, many illustrations, 6 pages of bread recipes)

A search through the international neighborhood for a three-handled rolling pin solves a family quarrel and introduces delicious breads from around the world. Unit companion: Everybody Cooks Rice (641.6 DOO)

**Helen Keller** – Davidson (921 KEL) (Scholastic Biography series, 10 chapters, 95 pages, photos and illustrations, some editions contain the Braille alphabet)

This biography of the lives of deaf-blind Helen Keller and her beloved teacher and companion, Annie Sullivan, chronicles the triumphs and despairs of this remarkable team. Their association lasted more than fifty years. This is the more challenging reading of the two Helen Keller books listed in this document.

**How to Eat Fried Worms** – Rockwell (FIC ROC) (41 chapters, 116 pages, some illustrations)

The bet? Eat fifteen worms in fifteen days. The challenges? How to find delicious ways to prepare worms for meals and how to keep from losing (or winning) the bet.

**Justin and the Best Biscuits in the World** – Walter (FIC WAL) (12 chapters, 122 pages, a few illustrations)

Justin resents doing women's work. A visit to Grandpa's ranch and the festival's blue ribbon for his Grandpa's biscuits convinces Justin that chores can be easy if you know how to do them. Many details of the accomplishments of Black cowboys in the Old West are featured.

**Mother Teresa: Sister to the Poor** – Giff (921 TER) (Women of Our Time series, 58 pages, 5 chapters, some illustrations)

A biography of the nun who was world renowned for her work with the poor and sick in India and elsewhere.

**Mrs. Piggle-Wiggle** - MacDonald (FIC MAC) (8 chapters, 119 pages, some illustrations)

The effective cures and hilarious habits of the beloved Mrs. Piggle-Wiggle fill the chapters of this book. Chapter 7, *The Slow-Eater-Tiny-Bite-Taker Cure*, relates most to health and eating issues. Many other chapters would encourage discussions related to sleeping habits, cleanliness, etc.

**One Day in the Tropical Rain Forest** – George (508.315 GEO) (Trophy Chapter book, One Day series, 66 pages, 10 chapters, bibliography, index, some illustrations)

Today the tropical rain forest will be destroyed unless an unnamed butterfly can be discovered. A minute-by-minute, hour-by-hour account of the day for the plants, animals, scientists, and laborers whose actions will determine the forest's fate.

**Sadako and the Thousand Paper Cranes** – Coerr (921 SAS) (9 chapters, 64 pages, some illustrations)

Sadako was a real girl who lived in Japan from 1943 to 1955, when she died of leukemia as a result of the atomic bomb dropped on Hiroshima. Her courage made her a heroine to the children of Japan.

**Seven Kisses in a Row** – MacLachlan (FIC MAC) (7 chapters, 57 pages, some illustrations)

Emma can see that Aunt Evelyn and Uncle Elliot have a lot to learn about being parents. Emma learns to accept “different strokes for different folks” when her aunt and uncle come to take care of her and her brother.

**Stories Julian Tells** – Cameron (FIC CAM) (6 episodes, 71 pages, some illustrations)

This is the first of the many books about brothers Julian and Huey and their friend Gloria. Told with good humor, the three friends find trouble and solutions in refreshing adventure stories. Some of the volumes are collections of short stories; some are short novels. The next title in the series is *More Stories Julian Tells* (FIC CAM) (5 chapters, 82 pages, many illustrations). Others include *Stories Huey Tells* (FIC CAM) and *Gloria's Way* (FIC CAM).

**Taste of Blackberries** – Smith (FIC SMI) (8 chapters, 73 pages, some illustrations)

Jamie, the joker and the tease, is allergic to bee stings, but doesn't know it. His sudden death brings grief and pain to his friend, who works at understanding the tragedy. Unit companion: Mick Harte Was Here – Park (FIC PAR)

## Other Recommended Books - Annotated Book List

**Everybody Cooks Rice** – Dooley (641.6 DOO) (unpaged, large color illustrations, 5 pages of rice recipes)



Carrie canvasses the neighborhood, trying to round up her younger brother in time for dinner. Every household she visits represents a different ethnic heritage--Fendra Diaz's grandmother lives in Puerto Rico, Madame Bleu hails from Haiti, the Huas have emigrated from China, etc. All the families are either preparing or consuming dinner, and Carrie discovers that despite divergent backgrounds, "everybody cooks rice."

Unit companion: Everybody Bakes Bread (E DOO)

**Hang Tough, Paul Mather** - Slote (FIC SLO) (17 chapters, 156 pages, no illustrations, past title on the 5<sup>th</sup>/6<sup>th</sup> BOTB list)

Paul's passion is baseball, but first he has to win a bigger battle – with leukemia. Despite a lengthy hospital stay Paul helps his team and works to get back to the pitcher's mound.

**Magic School Bus Inside the Human Body** - Cole (612 COL) (unpaged, illustrated throughout with charts, reports and a true/false test about the book)

Ms. Frizzle takes the school bus inside Arnold's body to see how food provides energy for human bodies. A great read and a terrific model for science teaching.

## Books On Our Shelf - Annotated Book List

**Alexander and the Terrible, Horrible, No Good, Very Bad Day** – Viorst (E VIO) (sentence patterns, unpagged picture book)



On the day that everything went wrong, there was gum in Alexander's hair, his best friend deserted him and there were lima beans for dinner. Nevertheless, it seems that, for everyone, some days are like that.

**Balto and the Great Race** – Kimmel (636.73 KIM) (14 chapters, 101 pages, b/w illustrations on some pages, Stepping Stone Book)

A retelling of the 1925 diphtheria epidemic in Nome with an exciting detailed story of the sled dogs and their race. This book reads like narrative fiction. Unit companions: Running Out of Time – Haddix and Bravest Dog Ever: The True Story of Balto - Standiford (BOTB 3-4 list, 1996)

**Buddy The First Seeing Eye Dog** – Moore (362.4 MOO) (9 chapters, 48 pages, Hello Reading, level 4; color illustrations most pages)

A true account of the training and life of the German shepherd that became the first seeing eye dog in America. Afterward contains additional information about Seeing Eye, Inc. Unit companion: Helen Keller: Courage in the Dark – Hurwitz

**Civil War on Sunday** – Osborne (E OSB) (10 chapters, 74 pages, b/w illustrations on some pages)

The Magic Tree House Series combines science fiction and historical fiction in a popular series for young readers. In # 21 of the series Annie and Jack meet nurse Clara Barton and help her treat wounded soldiers in the time of the Civil War in America. The afterword explains Barton's role in the founding of the American Red Cross.

**Helen Keller: Courage in the Dark** – Hurwitz (362.4 HUR) (5 chapters, 48 pages, Step into Reading, step 3; color illustrations on most pages)

A biography of the deaf-blind girl who overcame both handicaps with the help of her teacher, Annie Sullivan. Unit companion: Buddy The First Seeing Eye Dog – Moore

**Mick Harte Was Here** – Park (FIC PAR) (10 chapters, 89 pages, no illustrations)

Usually when you make a poor decision, you luck out. Once in a while, something changes forever. Mick never fell off his bike, so he refused to wear a bike helmet. Now the lives of Phoebe and her family and friends have been turned upside down. Unit companion: Taste of Blackberries - Smith (FIC SMI)

**My Brother, Ant** – Byars (E BYA) (4 stories, 32 pages, Puffin Easy to Read, Level 3; color illustrations on most pages)

A family story with two brothers who share a great relationship. In one story, older brother reads to younger and the three pigs become first figs, then bananas, and so on. One story addresses the monster under the bed.

**Nibble, Nibble, Jenny Archer** – Conford (FIC CON) (9 chapters, 60 pages, one b/w illustration per chapter)

Jenny Archer can't believe her luck when she is chosen to appear in a TV commercial for a new food. Jenny practices her enthusiasm everywhere she goes, much to the annoyance of family and friends. When Jenny's commercial is aired, it turns out she has been tricked into trying a kind of food that was meant for gerbils.

**Running Out of Time** – Haddix (FIC HAD) (25 chapters, 184 pages, no illustrations, BOTB 5-6 list, 2000-1)

When a diphtheria epidemic hits her 1840 village, thirteen-year-old Jessie discovers her home is actually a tourist site under observation by heartless scientists. And the year is really 1996. It's up to Jessie to escape from the village and save the dying children. Unit companions: Balto and the Great Race – Kimmel and Bravest Dog Ever: the True Story of Balto - Standiford

Book Recommendations		State Standards																						Comprehensive Health Topics																					
		A: Core Knowledge											B: Well -Being			C: Relationships				D: Family & Community																									
		Eating Habits	Physical Fitness	Personal Hygiene	Harmful Substances	Safety	Environmental Conditions	Diseases	Disorders	Injuries	Consumer Health	Career Choices	Life Span	Responsible Decision Making	Communication Skills	Culture, Heritage, Traditions	Resolving Conflict	Communicating	Similarities & Differences	Respect	Attitude & Behavior	Responsible Actions	Public Policy											Public/Private Organizations	Volunteer Service	Drug Prevention	Community Health	Consumer Health	Environmental Health	Injury Prevention	Nutrition	Physical Activity	Personal Health	Family living & Sexuality	Tobacco Prevention
1	My Brother, Ant												X			X	X	X	X	X	X															X									
2	Cloudy with a Chance of Meatballs	X											X		X							X	X	X			X			X	X				X										
3	Popcorn Book	X											X									X									X		X												
4	Johnny Appleseed	X									X	X								X	X			X				X		X	X	X													
5	Giant Jam Sandwich												X			X						X	X				X		X	X	X														
6	Alexander and The Terrible, Horrible, No Good Very Bad Day			X									X	X		X	X										X	X			X				X										
7	Helen Keller Courage in the Dark						X	X			X		X			X				X					X			X			X														
8	Buddy, The First Seeing Eye Dog				X			X					X							X	X	X	X			X			X		X	X													
9	Bravest Dog Ever: The True Story of Balto		X		X	X	X								X		X					X	X	X	X		X			X		X	X												
10	Everybody Bakes Bread	X													X	X						X								X					X										
11	Aliens for Breakfast	X			X	X							X			X		X		X	X	X				X	X			X	X		X												
12	Mother Teresa Sister to the Poor	X		X			X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X										
13	One Day in the Tropical Rain Forest				X	X	X				X	X	X	X	X	X						X	X				X		X																
14	Civil War on Sunday				X				X		X		X			X											X	X		X		X	X												
15	Nibble, Nibble, Jenny Archer	X			X					X		X				X				X	X							X			X		X	X	X										

Books On Our Shelf

Battle of the Books

Other Recommended Books



**Healthy Reading Grades 2-4**  
**Sample Letter to Parents**

**Sample Letter to Send Home to Parents**



Dear Parents and Students,

Welcome back to school! I am looking forward to a great year (semester) of working and learning together. I hope one thing both students and parents will remember is that we are all full partners in educational experiences. I look forward to getting to know all of you.

Throughout the year we will focus on good health habits and attitudes among the many other academic areas of study. This year (semester) I am fortunate to be participating in a project with the Alaska Department of Education & Early Development. We have received books to use in reading instruction in our classroom and then to add to our school library. Besides being books that will help students become better, lifelong readers, they will also help to teach the Alaska Health Standards, called *Skills for A Healthy Life*. I would welcome your ideas and look forward to any comments you might have as your student tells you about what he/she is learning in school in relation to these books. I also appreciate whatever you can do to encourage your child to learn more about good health habits and attitudes.





The first book \_(student name)\_ is reading is \_\_\_(book title)\_\_\_\_\_. We will relate this book to the following health standards:

- ⇒
- ⇒
- ⇒
- ⇒

Thank you for your interest at home, and for doing whatever you can to help your son/daughter to develop healthy behaviors.

Sincerely,

**In the final analysis,  
a health literate person is one who:**

-  Can think things through and make healthy choices in solving his/her own problems
-  Is responsible and makes choices that benefit him/herself and others
-  Is in charge of his/her own learning
-  Can use communication skills in clear and **respectful** ways

We appreciate your effort to ensure that all young Alaskans do indeed become health literate and contributing citizens to our state.

