



Making Storybooks Work

Connecting Nutrition Education with Reading, Writing and Vocabulary

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In the Beginning was the Word...

- 1. Talk to your program manager and Nutrition Education Consultants**
- 2. Find out what storybooks are being used in your district**
- 3. Determine who oversees the approval, evaluation, and purchases**
 - Find the time to talk about nutrition education**
 - Is there an open window to fly through?**



Checklist for Approving StoryBooks

- **Have a Registered Dietitian and a Credentialed Teacher/Staff review book.**
- **The book must meet the following criteria, enhance and support the overall nutrition education program.**
 - **Based on accurate scientific information related to diet and physical activity**
 - **Consistent with USDA Dietary Guidelines and MyPyramid**
 - **Supports the *Network's* behavioral objectives to increase:**
 - **daily fruit and vegetable consumption**
 - **daily physical activity**
 - **food security**
 - **chronic disease prevention**



Singing in the Rain

- Limited selection of storybooks
- Books approved by *Network*
- *Network* list of storybooks is expanding





Playing Dress-up

4. Get help from teachers
 - What type of lesson do they prefer?
 - Grade appropriateness?
 - Provide food in the lesson?
 - How do they want to implement?
 - How can you get more teachers on board?
5. Research materials that are already developed and approved





6. Adopt materials

- Can a teacher participate?**
- Which storybooks are the best fit?**
- Get more feedback**
- Create new lessons only as a last resort**

Once the materials are ready...



- 7. Plan and conduct trainings**
 - Start small

- 8. Assist with implementation**

- 9. Collect informal feedback**
 - Observe a teacher reading and connecting the dots

- 10. Gather feedback and make changes**



Tops and Bottoms (Storybook)

- Identify five fruits and vegetables that grow on the top.
- Identify five fruits and vegetables that grow on the bottom.
- What vitamins do they contain?
- Which character is more physically active? Hare or Bear?
- Name a top and bottom you would be willing to eat.
- Would these tops and bottoms be a healthy snack?
- Could you eat them for breakfast or lunch?
- What do you need to do with the tops and bottoms before you eat them?
- Share your favorite recipe using one top and one bottom.



Connecting to California Content Standards

Health Education Nutrition and Physical Activity

Grade 2/3 – Practicing Health-Enhancing Behaviors: Examine the importance of eating a nutritious breakfast everyday. Plan a nutritious meal.

Grade 4 – Essential Concepts: Identify and define key nutrients and their functions.

Grade 5 – Practicing Health-Enhancing Behaviors: Demonstrate how to prepare a healthy meal or snack using sanitary food preparation.

Reading Language Arts

Grade 3 – Listening and Speaking Strategies: Explain, paraphrase, and explain what has been said.

Grade 4 – Listening and Speaking Strategies: Ask thoughtful questions and respond to relevant questions with appropriate elaboration.

Grade 5 – Listening and Speaking Strategies: Clarify and support ideas with evidence and examples.



Essay Contest

- Goal is to promote healthier lifestyles families by eating more fruits and vegetables and increasing physical activity.
- Grade four and five students share the reason they think people should eat *HOTM* fruits and vegetables.
- Students write the essay.
- Grade Four Writing Applications:
 - 2.3 Write information reports.
 - 2.4 Write summaries.
- Grade Five Writing Applications: 2.4 Write persuasive letters or compositions.



Connecting with School-wide Events



- Johnny Appleseed
- Read Across America
- Dr. Seuss's Birthday
- National Read to Your Child Day!
- Fruit and Veggie Fest



Reading Station: Fruit and Veggie Fest

- Retail Connection
- Second and third grade students, parents and customers
- Readers included:
Miss Tulare County,
Superintendent of
School and County
Supervisor





Strategies for Integrating Reading Language Arts and Nutrition

- Identify English Language Arts and Health Education content standards supported by lessons and activities.
- Connect with key personnel: instructional coaches, reading specialists, lead teachers, district staff, and others to learn and share ideas.
- Use existing resources (e.g., Dairy Council of California or *HOTM*) to identify literature connections.
- Team up for school events (e.g., parent literacy programs, and essay contests).



**“It’s never too late – in
fiction or in life – to
revise.”**

Nancy Thayer, writer