



## Reading Resource Library Guide: Physical Health

The following high interest books were selected to support an exploration of the topic of Physical Health. Each book has a summary and additional information, such as book trailers and links to reviews, in a separate slide deck. Visit [this link](#) to access the books.

### Suggestions for using the text sets and slide deck:

- ▶ Choose one of the following four topics from the quarter two slide deck to explore with your class: Gratitude, Mystery, Sports, and Physical Health.
- ▶ Books in the collection span different reading levels. Also included is a separate collection, “Engaging Books for Children and Families,” which offers a selection of books that can be used with children, families, and adults.
- ▶ Explore the slides for your topic in the provided link. Each book listed in the table below has a summary and additional information with links to websites that offer supplemental material. Consider selecting one book to read aloud to learners while they read their own text.
- ▶ Share the slide deck with learners and explore the books and websites. Allow learners individual time to explore the slide deck and choose a book or excerpts from several books to read.
- ▶ Decide how you will interact with these topics and texts. This information guide has suggestions for activities for the classroom, tools for teachers, and activities for families, which are starting points for larger units or creative activities to engage with topics and texts.
- ▶ The “Activities for Families” section may be copied into another document and sent home with families for engagement suggestions while reading the books.
- ▶ Use this tool to help develop and foster a reading life for your learners!

| Book Title                    | Author               | Lexile Reading Level |
|-------------------------------|----------------------|----------------------|
| <i>Everything, Everything</i> | Nicola Yoon          | HL 610               |
| <i>The Running Dream</i>      | Wendelin Van Draanen | HL 650               |

|  |                                       |        |
|--|---------------------------------------|--------|
| <i>Because You'll Never Meet Me</i>  | Leah Thomas                           | 660    |
| <i>Roll With It</i>  | Jamie Sumner                          | 740    |
| <i>My Sister's Keeper</i>  | Jodi Picoult                          | 770    |
| <i>The Fault In Our Stars</i>  | John Green                            | 850    |
| <i>Omnivore's Dilemma</i><br><i>*Has a Young Reader's Edition!</i>                                     | Michael Pollan                        | 930    |
| <i>Chew On This</i>  | Eric Schlosser and<br>Charles Wilson  | 1100   |
| <i>Featured with: Fast Food Nation</i>   | Eric Schlosser                        | 1240   |
| <b>Engaging books for adults and children</b>  |                                       |        |
| <i>All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything</i> | Annette Bay Pimentel                  | 80     |
| <i>My Beijing: Four Stories of Everyday Wonder</i>   | Nie Jun                               | GN 240 |
| <i>Meeting Mimi: A Story about Different Abilities</i>   | Francie Dolan                         | 340    |
| <i>I Will Never Not Ever Eat a Tomato (Charlie and Lola)</i>   | Lauren Child                          | AD 470 |
| <i>When Charley Met Emma</i>   | Amy Webb                              | N/A    |
| <i>The Deaf Musicians</i>  | Pete Seeger and Paul<br>Dubois Jacobs | N/A    |

### Activities for the Classroom

- ▶ Begin by activating the learner's background knowledge about physical health. You could choose to use one of the strategies listed in [this article](#). You may want to consider also using an updated version of a K-W-L chart, known as the K-W-H-L-A-Q chart, as [outlined here](#).
- ▶ Because the texts about physical health, both fiction and nonfiction, will raise questions for learners that they will want to learn more about, you may want to consider having them complete an [inquiry chart](#). This will help learners continue the background knowledge work you set up for them and then they'll be able to use their K-W-H-L-A-Q chart in a meaningful way—all while engaging with their texts. [Power notes](#) would be another great way for learners to organize their thinking as they read the text. If learners are struggling with vocabulary as they read, [semantic feature analysis](#) is a great way to deepen learners' understanding.

- ▶ After the reading has been completed, or you have come to the end of your unit, learners will want to share their new knowledge with each other. A great way for learners to do this is through [creating their own TED Talks](#). This lesson will guide you through the process to help your learners do this by presenting their findings, inquiries, and gained knowledge within the unit. And they will have a lot of fun, too!
- ▶ As a bonus culminating event, you may want to invite some experts in the field of physical health as guest speakers for the class. Learners will be able to ask questions about career specific requirements, or about concepts and topics that came up throughout the unit.

## Helpful Links for Teachers

### Healthline:

This [website](#) is a great tool for educators. It contains articles on a variety of topics dealing with both physical and mental health, including how education and educators, are impacted and connected, to physical and mental health issues.

### Shape America-Society of Health and Physical Educators:

This website is not just for physical education teachers. It is a [teachers' toolbox](#) for a variety of topics involving physical and mental health, which includes examples, strategies, and suggestions of things educators of any grade level or content area could do for the benefit of themselves and their learners.

### CDC (Center for Disease Control):

The [CDC](#) is the federal government's response team. They provide resources for the general public on a number of issues relating to physical health and wellness of the citizens of our country. However, they also offer some [tips for teachers](#) and [strategies](#) for teachers as well. These tips will support family engagement.

### We Are Teachers:

[This website](#) is a great tool for all educators. It includes contests, special discounts, teaching ideas, and more, all focused on helping teachers of all grade levels and content areas. They also offer information to teachers about creating [inclusive classroom spaces](#) for learners with physical disabilities.

## Activities for Families

- ▶ Choose a book to explore from the “Engaging Books for Adults and Children” section in the table above.
- ▶ Look at the front cover with your child. Ask your child what they noticed about the front cover. Explore the pictures and text. Have your child guess at what the story may be about using the picture on the front cover. This is called “making a prediction.”

- ▶ Read and discuss the book. Make connections to what you are learning from your Physical Health book readings, as well as to the idea of physical health. Explore words that your child does not understand.
- ▶ Explain that Physical Health is often described as, “your physical body and how well it functions.” In other words, is your body healthy? Is it strong? Is it able to do everything you need, or want, it to do? With that in mind, explore these questions with your child:
  - What did we learn about physical health or being healthy from reading the book?
  - What are the different ways people can stay healthy and be physically fit?
  - What are some problems people might face with physical health? (Examples may include injuries or diseases, and may be things that affect physical health both internally and externally.)
  - What activities would you like to do to keep your body in good physical health?
  - How does what we eat impact our physical health?
  - Discuss parts of the book and make connections to your daily life!

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