

Good For You: Adventures with Ginger and George

Curriculum Packet for the Classroom

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The book *Good For You: Adventures with Ginger and George* and the exhibit *Good For You: Healthy Fun on the Run* are made possible by grants from the BlueCross BlueShield of Tennessee Health Foundation and the U. S. Institute of Museum and Library Sciences (IMLS).



Introduction

Lack of physical activity and diets lacking in proper nutrition have led to many problems faced by today's children. *Good For You: Adventures with Ginger and George* promotes healthy, active lifestyles for children and their families. This book, featuring a new girl in town, Ginger, and her dog George, explores options for active play and investigates healthy food choices as these two characters make new friends and have lots of fun.

The suggested activities in this unit can be used to bring the book to life in your classroom or home and to encourage children to adopt some of the same lifestyle choices as Ginger and her friends. Hopefully, children will recognize some activities that they already enjoy and may be introduced to a variety of other ideas for active play and healthy living.

The enclosed lesson ideas allow the book to be used as a complement to the teaching environment. The students will be introduced to new vocabulary words, encouraged to write about their own healthy adventures, and use math in their everyday lives, and much more. As you use *Good For You: Adventures with Ginger and George* and the accompanying curriculum ideas, we hope you will discover new ideas for adventures in the students' lives and in your own.

Pre-Reading Activities

Building a foundation for something children read is important so they can attach meaning to the new material and make it their own. The following suggestions can be used with your students to begin building that foundation.

- Encourage the students to bring in books that involve healthy living, active lifestyles, outdoor activities, gardening, and cooking.
- Create a “Good for You” bulletin board in your room. Have the students contribute photographs or drawings of themselves doing something active, enjoying the outdoors, or cooking at home or doing anything else that represents a healthy lifestyle.
- Make a list of physical activities the students enjoy. Post the list in a prominent spot and add to it as you read the book.
- Look at the cover of the book and read the title. Discuss the cover illustration. Have the students make predictions about what they think will happen in the book, who they think the characters are, and where they think the story will take place.

Summary of the Book

The book unfolds with Ginger lying on the couch, eating chips and watching television as she does most of the time. Her mother insists that she go outside and play. As she steps outside, she and George find a clue waiting on the doorstep that reads: “Here’s a clue

What will you do?

Make a choice

It’s up to you.

Would you rather be a couch potato or grow your own potatoes?”

This begins the adventures of Ginger and George as they find clues, follow maps, and make new friends. They explore their new neighborhood and become happier, healthier, and more active in the process. The girl and her dog follow the clues that keep appearing and investigate a garden, visit a farmers’ market, explore a treehouse, play in a box fort, and finally spend the weekend camping and kayaking with new friends and family.

As Ginger meets new friends who introduce her to their hobbies and healthy activities, she and her family decide to adopt some of these choices into their own lives. They plant a garden, build a treehouse in the backyard, and enjoy camping, kayaking, and fishing together on the weekends.

Vocabulary Words

Henry Ward Beecher said, "All words are pegs to hang ideas on."

Learning new vocabulary words will help children of all ages express themselves more effectively, read more proficiently, and generate their own unique ideas. You will find the following words in the designated section of the book. See ideas for using these words on page 5.

Section 1 (p.1-5)

Emphasis
Slumped
Glazed
Reluctantly
Trailed
Meandered
Stammered
Tassels
Thrilled
Glossy
Luscious

Section 2 (p. 6-8)

Advice
Juicy
Zucchini
Eggplant
Adored
Exhausted

Section 3 (p.9-13)

Scrap
Perching
Experimental
Pulley
Suspiciously
Swaying
Skeptically
Grasped
Hoisted
Thermos
Soaring
Squirmy
Amazement

Section 4 (p. 14-19)

Panting
Chunks
Elaborate
Detailed
Cannons
Glimpse
Oversized
Jousted
Harnessed
Unique
Harvest
Connected

Section 5 (p. 20-25)

Constructing
Prop
Unison
Steepest
Kayak
Complete
Bait

Section 6 (p. 26-28)

Expert
Noticed
Unsure

Activities with Vocabulary

Making new vocabulary words meaningful to students by integrating them into daily learning will make it easier to retain these words in meaningful context. The following are some ways students can learn new vocabulary words and use these words from *Good For You: Adventures with Ginger and George* in fun, meaningful ways.

- Give the students crossword puzzles to complete using the vocabulary words. Challenge the more advanced students to create their own crossword puzzles to share with a friend. This website will help you create your own crossword puzzles: <http://www.crosswordpuzzlegames.com/create.html>.
- Have the students get into pairs. Let them take turns looking up a word in the dictionary and calling out the definition (but not the word). The partner has to guess which word matches that definition. Then they trade and the second child looks up a definition for the partner to guess.
- Play “Hangman” by asking students to guess letters to fill in the blanks and spell the words.
- Play “Concentration” with the words and definitions. Have the words written on one card and the definition on another card. Turn all the cards face down and let small groups of students take turns turning two cards over at a time trying to match the word with the definition.
- Play “Vocabulary Charades” by having one person act out the word and the other students guess which word it is.
- Tape a vocabulary word on a student’s back. That person has to ask yes or no questions to try to guess which word they are wearing. See who can guess their word with the fewest number of questions asked.

Section 1: Sam's Garden (pages 1-5)

Students read pages 1-5 of *Good For You: Adventures with Ginger and George*

Questions to ask about this section:

- What does Ginger really enjoy doing?
- Do you have a garden?
- What kind of foods would you like to grow in a garden?
- Do you think Ginger will find more clues?
- What are some other activities you can enjoy outside besides gardening?

Literature Activities

- **Alphabet Garden** ~ Design an alphabet garden. The students will brainstorm plants that begin with each alphabet letter. They can make a large mural of an alphabet garden featuring a plant or two that begins with each letter or actually plant a classroom or a school garden outside with plants that start with the different letters of the alphabet.
- **Garden Journal** ~ Students begin a journal to keep track of their garden (real or imaginary). They can write about which plants and seeds they want to plant, how they prepared the soil, information about the weather each day, how the various plants begin and continue to grow. They can use stickers or drawings to record what the garden looks like. Have them include pictures and information about tools such as rakes, hoes, wheelbarrows, and shovels that they use.

Math Activities

- **Measuring Plants** ~ Bring in some plants in small pots or have students bring in plants. Measure each plant with a ruler and record how many inches tall each one is. Graph the results.
- **Fruit and Vegetable Sort** ~ Give the students a pile of real or pretend fruits and/or vegetables. The students work out different ways to sort the vegetables and/or fruits by size,

- color, kind, which part of the plant you eat, where the plant grows, and/or any other ways they can find!
- Venn Diagrams ~ Have students make a Venn diagram to compare 2 fruits or vegetables. Instruct them to list different characteristics of each item and then classify them according to how they are alike and how they are different. For an example of a Venn diagram, see Resources section. Or have students draw their own overlapping shapes that look like the fruits or vegetables they are comparing.

Science/Health Activities

- Plant a Seed ~ Give the students small plastic or paper cups, little terra cotta pots, or a zip lock bag. Have them place a bit of dirt in the bottom and add a seed or two. Discuss what a plant needs to grow – water, sunlight, air – and have them decide where they should put their plant. They can also keep a record of their plant and its growth by filling in a chart to indicate the date, draw a picture of the plant each day, and a brief description of what is happening to the plant. An even more exciting idea would be to actually set aside a small plot of land for a class garden or think big and start a school garden!
- Lima Bean Dissection ~ Soak lima bean seeds in wet towels overnight. Gently pull off the seed coat which is the wrinkly part that covers the outside of the seed. Use a plastic knife to cut the seeds in half lengthwise so you have two parts called cotyledons. Examine the internal parts with a magnifying glass. Identify the parts of the embryo which is the tiny plant that has the beginnings of the roots, stems, and leaves of the new plant.
- Plant Parts ~ Have students examine a variety of different plants and identify the roots, stems, leaves, fruits, flowers. Let them draw a plant of their choice and label the parts. Discuss the different parts of the plants that we eat.

For example:

carrots and radishes – we eat the roots

lettuce or spinach – we eat the leaves

peas or corn – we eat the seeds

apples, tomatoes, cucumbers – we eat the fruit

broccoli and cauliflower– we eat the flowers

asparagus or celery– we eat the stems

Display the children's work on a bulletin board or on a mural made from butcher paper in the hallway.

Art Activities

- Food Rainbow ~ Ask the students to cut foods out of magazines or draw pictures of a variety of foods. Then have them draw a large rainbow shape with the colors red, orange, yellow, green blue, and purple. Encourage them to paste the foods on the appropriate colored arch of the rainbow. Discuss the importance of “eating a rainbow” and how eating a variety of different colored food is important to their health.
- Seed Collage ~ Collect a variety of seeds and dried beans. Have the students glue these on a sturdy piece of tag board or cardboard to create a design or picture.

Social Science Activities

- Where Does Your Food Grow? ~ Bring in foods that have been labeled to indicate where they were grown. Have the students examine the labels and find the country or the state on the map. Draw a picture of the food in the proper country or state to indicate that it is grown there.
- Natural Resource Map ~ Have the students research other natural resources such as forests, minerals, or fresh water that are found in various parts of the world. Discuss how these items, in addition to the foods we eat, play an important role in living a healthy life.

Section 2: Farmers' Market (Maria) (pages 6-8)

Students read pages 6-8 of *Good For You: Adventures with Ginger and George*

Questions to ask about this section:

- Have you ever been to a Farmers' Market?
- What types of items do you think would be at a Farmers' Market?
- What is your favorite fruit?
- How many foods can you think of that are red?
- How many foods can you think of that are green?
- What do you think George is thinking on page 8?

Literature Activities

- Write a Recipe ~ Have the students choose a food that they really like such as vegetable soup, rainbow fruit salad, or anything else that is appealing and come up with their own recipe for it. Make sure they include ingredients, measurements, and step by step instructions.
- Class Recipes ~ Make a class recipe book or box with recipes written on cards. These can also be printed and used for holiday gifts for parents.

Math Activities

- Balancing Your Diet ~ Use a balance or another type of scale to weigh foods using standard (ounces and pounds) and non-standard (blocks, marbles, etc) measurement. After they are weighed, the foods can be placed in order from lightest to heaviest.
- Fractional Foods ~ Introduce or review the idea of fractions by providing plastic or kid-safe knives and apples or cucumbers or other easily cut foods. Give each child or each pair of students cards with labels $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and any other fractions you would like for them to know. They can practice cutting their food into the proper portions and then write number sentences to show different fractional equivalents. (For example, $\frac{1}{2} + \frac{1}{2} = \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$)

- Money for Meals ~ Set up a store or a restaurant in a corner of the classroom. Have the students make labels to price the items or create a menu for the restaurant complete with prices. Give each student a set amount of money and have them plan a shopping list or a meal and show how they spent their money.
- Food Poll ~ Explain to the students how to conduct a poll of their peers to see what everyone is eating. Record the answers on a graph. Then, ask questions such as: Which foods are the most popular? Which foods are the least popular? How many more people like strawberries than like green beans? How many people like watermelon, french fries, and cheese?

Science/Health Activities

- Fruit and Vegetable Sorting ~ Bring in a collection of various real or pretend fruits and vegetables. These foods can be sorted in a variety of ways - by size, weight, color, number, shapes. See how many different ways the students can find to sort.
- Nutrition Pyramid ~ Visit the website <http://www.mypyramid.gov/kids/> and examine the nutrition pyramid. Have the students keep track of foods they eat for a day or several days and see how their food choices match up to the foods that are recommended on the nutrition pyramid.
- Sipping Smoothies ~ Combine your favorite juice and a couple of types of frozen fruit (strawberries, peaches, blueberries, blackberries, peeled bananas, mango, etc.) in a blender and mix to make a delicious, healthy smoothie.
- Cooking in the Classroom ~ Measure, mix, pour, bake! Lots of easy recipes are out there that classroom chefs will love. Applesauce in a crockpot, no-cook pumpkin pudding, vegetable soup, individual pizzas... the list is endless. Have the kids bring in their favorite easy recipes or type in their favorite food and search for a recipe on the internet. Write

the recipe and have the kids make the food and then eat it. Cooking with kids is an excellent opportunity to introduce new foods, practice measuring skills, work on reading recipes, and teach children that they can be chefs!

Easy Crockpot Applesauce (from www.cooks.com)

- 10 large apples
- ½ cup water
- 1 teaspoon cinnamon
- optional sugar to taste

Have the students peel and core the apples and cut them into small chunks. Put them in the crockpot with the other ingredients. Cover and cook on high for 3-4 hours. Enjoy!

- Annuals & Perennials ~ Discuss the difference in annuals (must be planted every year) and perennials (grow back every year and don't need to be replanted). Classify plants according to whether they are annuals or perennials.
- Graphing Food Groups ~ Refer to the Nutrition Pyramid (<http://www.mypyramid.gov/kids/>) and have kids make lists of foods they enjoy from each food group. They can draw pictures of them or write the words. Place the pictures or words on a graph to show how many foods they thought of that belong in each group. Questions to ask about the graph might include: Which food group seems to contain the largest variety? From which food group(s) do you usually eat?

Art Activities

- Plant Dyes ~ Have students do some research (or the plants can already be identified) about plants from which you can make dyes or “paint.” Students can use the plants to dye cloth for a future activity or they can use them to paint pictures on paper. (Some examples of plants to use might be blueberries, cherries, walnut husks, and grapes.) The following website gives some easy-to-follow tips about plants to choose and how to make the dye:
<http://www.pioneerthinking.com/naturaldyes.html>

- Pressed Flowers – Let the students choose several flowers and press them between the pages of a heavy book. A week or so later, take the flowers out and use them to decorate a note card or a book mark. You can laminate them or cover them with contact paper to make them last longer.

Social Science Activities

- Foods in Your City or State ~ What types of foods are grown in your area? Do some research on the internet to discover what types of food are grown in and around the city and state where you live.

Section 3: Treehouse (Nelson) (pages 9-13)

Students read pages 9-13 of *Good For You: Adventures with Ginger and George*

Questions to ask about this section:

- What are some new activities that Ginger is enjoying that she didn't do at the beginning of the book?
- Why do you think she spends so much time inside?
- What are some other things you could do with a pulley?
- Where have you seen a pulley?
- If you were taking a picnic lunch to eat in a tree house, what would you take?

Literature Activities

- **Tree House Tale** ~ Have the students brainstorm different things that could happen in a tree house. Sit in a circle, pass around a stick, and have one child (who is holding the stick) say a sentence or two to start your story. The next child has to add the next line and so on until the last child ends the story. If you write the lines down, the children can each illustrate their own page later for a class story.
- **Good for You Crew Rules** ~ Pretend you are part of the Good for You Crew. What are some "rules" you would have for the club? Write them on a large sheet of paper or on poster board.
- **Said or Responded?** ~ Practice using words other than "said" in your writing to indicate that someone is talking. (For example, in this section of the story, the words "replied," "asked," and "laughed" are used.) What are some other ones? Have the students write sentences, first using said, and then using some of the other words. Ask them to compare how the sentences sound and how the different words would make a story more interesting.
- **Synonyms** ~ Substitute synonyms (similar words) for some words in the story. For example *perched* on page 9 could be sat on, rested, roosted, squatted, or balanced. *Suspiciously* on

page 10 could be doubtfully, skeptically, dubiously, or uncertainly. *Grasped* on page 11 could be clasped, clutched, seized, or grabbed. Have the students make up sentences using the different words and decide which ones sound most interesting. Encourage them to try out some of these different words in their own writing to make their stories more interesting.

- Alphabet Nature Hunt ~ Challenge each player to find something that begins with each letter of the alphabet around the campsite or while out on a hike.

Math Activities

- Tree House Measurement ~ Have the students design their own tree house. They can use graph paper to draw their plans and then add measurements for each section. They can use one line on the graph paper to represent one foot. See if they can figure how much wood they would need.
- Shapes Search ~ Tree houses are often built with very simple, basic shapes. Give each child or team a sheet with 4 columns at the top and each column headed by a shape – circle, square, triangle, and rectangle. Have them search the classroom or school to see how many of each shape they can find.
- Bird Count ~ <http://www.birdsource.org/gbbc/kids>
This website gives information about how kids can participate in the Great Backyard Bird Count. Kids plan to watch for birds for 15 or more minutes on one or more days of the count and record how many different birds they see. It's a fun way for kids to learn more about birds and also to contribute to a national project.

Science/Health Activities

- **Simple Machines** ~ The pulley that Nelson uses in the tree house is a simple machine. Simple machines make work easier and have few or no moving parts. The simple machines are pulley, screw, inclined plane or ramp, wheel and axle, lever, and wedge. Students can research simple machines and find examples of each in the classroom, school, or at home. Then provide them with household items or items to be recycled such as toilet paper rolls, cardboard boxes, rulers, etc. and have them put them together to create simple machines and make a Simple Machines Obstacle Course.
- **Bird Beaks** ~ Have students observe birds in the trees surrounding the school or at home or research birds and identify different types of beaks that birds have. Ask questions such as: What types of bird beaks have you seen? For what purpose do birds use their beaks? Why do you think birds have different types of beaks? Match different types of foods to different types of beaks. They can also match different tools – straws, scissors, strainers, etc – to different types of beaks.
- **Animals in the Trees** ~ Discuss habitats with the students. Have them learn about animals that live in and around trees. They can do research in the library or on the computer and write some of the information they learned. Each student can then get a tree limb and make a model of their animal to “perch” on the limb as an accompaniment to their report.
- **Scavenger Hunt for Sounds** ~ Find a shady spot, sit down, and just listen. Take along paper and clipboards and have the students record all the sounds that they hear. Listen for water gurgling, birds chirping, people talking, cars going by, insects making noises, etc. To help them hear better, show them how to cup both ears forward with their hands. This creates large ears like a deer has. (Show a picture of a deer.)

They will not only hear in the direction their ears are pointing, but the sounds will also be louder.

Art Activities

- Make a Tree House ~ Challenge the students to design their own 2-dimensional tree house using only circles, triangles, rectangles, and squares.
- Origami Animals ~ Fold paper to create origami animals such as birds, squirrels, owls, and snakes that live in trees.
- Bird House ~ Make a bird house out of a plastic flower pot. Put some string or yarn through the hole in the bottom. Cut a small hole in the side of the pot and then turn the pot upside down and glue it to the base or saucer of the pot. Decorate the birdhouse and then hang it from a tree in your yard.
- Feed the Birds ~ A bird feeder can be as simple as a pinecone with a string tied around the top and covered with peanut butter or Crisco and rolled in bird seed. Many other simple types of bird feeders exist. The students can research different types of birds and the kinds of feeders they prefer, and they can construct a variety of feeders to attract these feathered friends.
- Tree Limb Building ~ Let the students go out and collect sticks or bring them from home. See what they can build with them – either on their own or in small groups. Or even decide on a class building project and see where that takes you!
- Leaf Rubbings ~ Collect leaf rubbings by gathering fallen leaves and placing them vein-side-up under the paper. Carefully rub the crayon over the paper, and an image of the leaf will appear. Rubbings can also be taken of tree bark, stones, or other textured items.

Section 4: House (Josh) – fort/play (pages 14-19)

Students read pages 14-19 of *Good For You: Adventures with Ginger and George*

Questions to ask about this section:

- Why would it be important to drink plenty of water on a hot day?
- What are some other things you should make sure you do in hot weather?
- What are some things you could build with a bunch of boxes?
- What are some fun things you like to do inside on a hot day?
- Where do you think Ginger and George are getting the puzzle pieces?
- Where do you think the next clue will lead them?
- What is the setting of this section of the story?

Literature Activities

- Good For You Crew Play ~ Create a play based on the Good For You Crew. Have the students write a script to act out this story or create an entire new story line. They can make puppets for the characters or actually dress up and be the characters themselves.
- Puzzle Story ~ Have the students guess why Ginger is getting the puzzle pieces. Then they can write a story based on their guesses. Have them focus on using lots of dialogue in the story.
- Creating Clues ~ Read over the clues that are in the story. Have the students create their own clues using the framework from *Good For You*. (Here's a clue: What will you do? Make a choice - it's up to you.)

Math Activities

- Container Capacity ~ Give the students different-sized containers –milk cartons, jugs, jars, etc. Have the students look at them carefully and see which they think might hold the most water. Which might hold the least? Get them to make some predictions. Fill one container to the top with

- water and then transfer the water from one container to another using a turkey baster. Check to see if their prediction was correct. Repeat the experiment with different containers. See if two bottles can be filled and then another bottle found that can hold the volume of them both.
- **Room Diagram** ~ Give students graph paper and have them make a diagram of the classroom. Have them plan the size of the windows, walls, doors so that everything fits. They can measure the actual classroom with measuring tape and then make their map to scale using one square on the graph to equal one foot.

Science/Health Activities

Since this section of the story takes place at a home, the science activities use “kitchen science” materials that can be found in most homes!

- **Baking Soda Volcano** ~ Put a small paper cup or small bottle in the middle of a large plate or pan. Mold play dough or clay around it into a volcano shape. Fill the bottle most of the way full of warm water. Add red food coloring, 6 drops of dishwashing detergent and 2 Tablespoons of baking soda. Slowly pour vinegar into the bottle and the “volcano” will erupt!
- **Sink or Float?** ~ Bring in a variety of small objects. Have the students predict whether they will sink or float. Test the objects and sort them into a “sink pile” and a “float pile.” Ask why they think one item sinks and another floats. Have the students drop a chunk of clay into a pan of water. Ask them if they can make the clay float by changing its shape. Let them try and test it.

Art Activities

- **Chalk Drawing** – Take some chalk outside and make some elaborate drawings of your own on the sidewalk. Or use the chalk to draw on colored construction paper.

- Recycled Sculptures ~ Have the students bring in items that can be recycled. Let them work together to build a wagon, a fort, an amusement park, a playground, or anything else they would like.

Social Science Activities

- Box City ~ Use a variety of different sized and shaped small boxes to create a box city. Roll out large pieces of butcher paper and place the building and houses on it. Draw in streets, make street signs, add rivers and mountains and other landscape forms. Make a map key to indicate what each item is. Show things such as the directions (north, south, east, and west), how many miles are in an inch, etc.
- Houses around the World ~ Learn about different types of homes people live in around the world.

Section 5: Campground (Lea, Michael) - cave/tent/stream/hill (pages 20-25)

Students read pages 20-25 of *Good For You: Adventures with Ginger and George*

Questions to ask about this section:

- What is your favorite outdoor activity?
- Have you ever been camping?
- Why does the picture on page 23 appear in the “cloud” shape above Ginger’s head?
- Do you think you would enjoy being a member of the Good for You Crew? Why or why not?
- Who are the main characters in this book?

Literature Activities

- Campfire Stories ~ Build a pretend campfire from sticks and construction paper. Have students sit around the “fire” and tell campfire stories.
- Create a Constellation ~ Examine pictures of some of the constellations. Have the students create their own constellations from sticker stars. Let them write constellation stories based on their creation.
- Field Guide ~ Have students research various plants, wildflowers, animals, or birds that might live in the woods. They can draw sketches and write information about what they learned to create their own field guides.

Math Activities

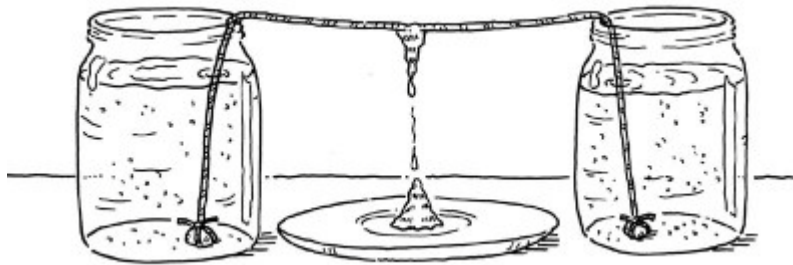
- Measuring Caves ~ Let students create round floors of caves with masking tape on the floor. Give them non-standard measurements such as blocks or cut-out hand prints. Let them measure the diameter (distance across the circle through the middle point), radius (distance from the midpoint to the outer edge), and circumference (distance around the outer

- edge) of their caves. Then have them measure it in standard units (inches or feet).
- **Graph an Animal ~** Make a list of animals that live in the woods. Have the students draw their favorite on a small piece of paper. Create a bar graph of the animals and ask questions about it such as: Which animal is the favorite? Which animal is the least favorite? How many more people like bears than raccoons? How many people like owls, possums, and snakes?
 - **Fishing for Word Problems ~** Write out word problems about animals, camping, hiking, fishing, or other outdoor activities on fish shapes. Attach a paper clip to the end of the fish. Give students “fishing poles” with magnets on the end and let them fish for the word problems. Have them read them aloud and tell how they would solve the problem.
 - **One Hundred Inch Hike ~** Cut pieces of string to one hundred inches long (eight feet and four inches). Give each child a string to lay out on the ground and have him or her get down on hands and knees and discover different plants, bugs, and evidence of wildlife along the path they marked with their string.

Science/Health Activities

- **Animal Tracks ~** Show students examples of animal tracks. Match the tracks to the animals that made them.
- **Animal Habitats ~** Match the animal to the home in which it lives. Students can work in pairs to create animals and a picture of the habitat. Then mix all of the animals up in the center and have the students take turns returning them to their homes.
- **Nature Scavenger Hunt ~** Make a list of some items that can be found in nature. (A triangle-shaped stone, a smooth stick, something prickly, and a yellow wildflower are good suggestions.) Divide the children into small groups and go outside to hunt for the items. See who can find the most.

- Terrific Trail Mix ~Make this mixture to take on a hike or to enjoy as a snack. 2 cups dried cereal (not flakes), 2 cups small cheese crackers, 1 cup salted peanuts, 1 cup small pretzels, 1 cup raisins, ½ cup chocolate covered peanuts or raisins, ¼ cup seeds (shelled sunflower, pumpkin, or sesame seeds) Mix all together and store in individual bags.
- Stalactites and Stalagmites ~ Caves often have stalactites and stalagmites growing in them, and the students will have fun making their own with this simple experiment:



Learn how cave formations come to be.

Fill two jars with warm water. Mix in Epsom salts until no more will dissolve. Wet the string and tie a weight to each end. Drop one end of the string into each jar.

Put a plate between the two jars, with the string hanging over the plate.

Check the "cave" daily to see if stalactites and stalagmites have formed. (From <http://home.howstuffworks.com/nature-activities-for-kids1.htm>)

Art Activities

- Build a Boat ~ Use recycled materials or any other materials you have on hand and build a boat. Try it out in water to see if it floats. If it does not, make some alterations and try again!
- Tent ~ Create a class tent from sheets or blankets. Students can read or write stories in it or use it as a quiet space.

- **Section 6 Ginger's House and School (pages 26-28)**

Students read pages 26-28 of *Good For You: Adventures with Ginger and George*

Questions to ask about this section:

- How has Ginger changed throughout the story?
- Have any of the other characters changed?
- Will you do anything differently after reading this story?
- Did any of the characters in the story do something you would like to try?
- What do you think will happen to the new boy?
- What is the importance of the clues in the story?

Extra Writing Ideas

- As the students are reading *Good For You: Adventures with Ginger and George*, have them pause occasionally and make predictions about what they think is going to happen next.
- Have the students continue the story by writing the next part of the story about the new boy.
- Rewrite the story from George's perspective.
- Write another adventure for Ginger and George.
- Have the students keep an ongoing journal as they read the book.
- After they finish reading the book, ask the students to write any questions they have about the story or anything that happened in it. Have the students get in small groups and discuss the questions and share ideas about the story.

Music to Accompany Your Activities

SONG	ARTIST	CD
GARDEN		
<i>My Chance to Dance</i>	Ronno	On the Farm
<i>Gardens</i>	Nooshi	Environmental Songs About Going Green
<i>Lean Green Vegetable Eating Dancing Machine</i>	Beebo	Bunch of Songs
FARMER'S MARKET		
<i>Fruit Salad Salsa</i>	The Laurie Berkner Band	Victor Vito
<i>Farmer's Market</i>	Abridge Club	Smart & Tasty 1: Good Food Tunes for Kids
<i>Farmer's Market (Spanish)</i>	Abridge Club	Smart & Tasty 1: Good Food Tunes for Kids
<i>Farmer's Market Girl</i>	The Bad Goods	Green Album
TREE HOUSE		
<i>Little Bird, Little Bird</i>	Elizabeth Mitchell	You Are My Little Bird
<i>Simple Machines</i>	Teacher and the Rockbots	Science
HOUSE		
<i>All Around the Kitchen</i>	Dan Zanes & Friends	Family Dance
<i>The Pyramid Food Thing Triangle</i>	The Bad Goods	Family Recipes
<i>I Wanna Walk</i>	The Bad Goods	Family Recipes
<i>Sidewalk Chalk</i>	Rebecca Frezza & Big Truck	Special Kind of Day
CAMPING		
Lots of fitting songs!	Twin Sisters Science Series	Insects and Spiders CD
<i>Camping Trip</i>	Tracey Singer	Sweets 'n' Treats
<i>Moon, Moon, Moon</i>	The Laurie Berkner Band	Victor Vito
<i>Carnival of the Animals</i>	Saint-Saens Prokofiev	Peter and the Wolf

Games and Active Activities!

Earthball

Using a beach ball or other light inflatable object, the group task is to hit the object, keeping it in the air without letting it touch the ground. No one person can touch the object twice in a row. Set a goal with the group for the number of hits that the group can make following the rules. This fun activity is much harder than it seems.

Hula Hoop Pass

Have the group form a circle holding hands. Ask two people to let go of their grip long enough for them to place their hands through a hula hoop before rejoining them. The team task is to pass the hula hoop around the circle in a specified direction until it returns to the starting point.

Another way to play is to use two hoops and have them go around the circle in opposite directions.

Group Juggle

Entire group must “juggle” as many items as possible without dropping any. The highest number of items juggled and the fewest number of drops made will equate with the number of points gained.

Blanket Stand

Spread out a blanket on the floor. The whole group must get on it so that no appendages are touching the ground off the blanket. If the group completes the stand, have them get off and fold blanket in half. Repeat the above process for as long as possible.

Elves, Giants, Wizards Game

There are three different characters: elves, giants, and wizards. (similar to rock, paper, scissors). Each one “beats” another in a small contest. In this game, elves scare the giants, giants stomp the wizards, and wizards put a spell on elves.

Children are divided into two separate teams. They each huddle and decide who they are going to be: elves, giants, or wizards. They all line up near the center of the field facing each other. On the count of three, the teams call out what character they are and do a gesture to show it. For instance, the elves wiggle their fingers near their ears, the giants lift their arms over their heads, and the wizards point to mimic using a wand at the other team. This is the tricky part: Teams need to quickly remember who wins because the champion team will run toward the other team and tag as many as possible. If it is wizards against giants, for example, the giants would chase the wizards! Anyone who is tagged then joins the other team. Repeat as long as the students are engaged!

